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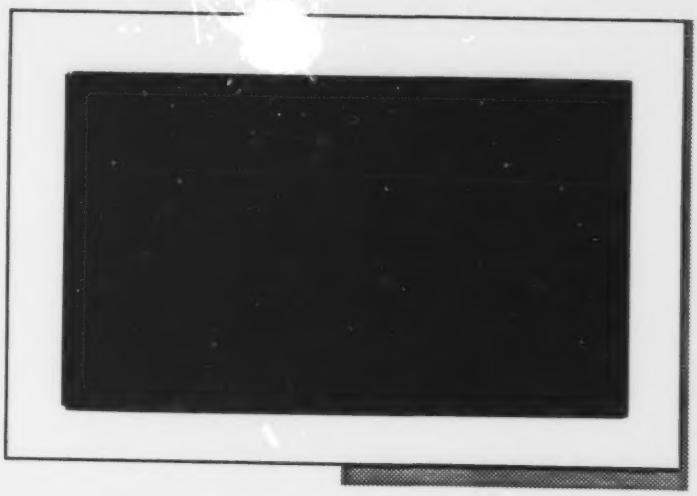
Research Report



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CHARTING THE VOYAGE OF PLANNED EDUCATIONAL CHANGE: YEAR ONE - THE SCARBOROUGH TRANSITION YEARS PILOT PROJECTS

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CHAPTER ONE

BACKGROUND

BACKGROUND

> ***In policy terms, destreaming is now a fait accompli. It is time to sharpen the focus, time to move on (Hargreaves and Earl, 1990, p.15).***

Just as young adolescence poses a series of challenges for today's young people and their parents, the corresponding school years labelled the Transition Years (grades 7, 8, and 9) pose similar challenges for students and their teachers. The Transition Years initiatives focus on providing programs and services that meet the needs of students who are making the transition from the elementary to the secondary school.

At the same time that students are making this formal transition from one school to another, they are also undergoing a number of physical and emotional changes. The changes students experience at this particular stage in their lives are anything but simple and represent a myriad of complex and interrelated changes. Like the adolescent, the educational system is currently undergoing a myriad of complex and interrelated changes posed by the concept of the Transition Years. At first glance the most apparent issue seems to be destreaming; however, destreaming only scratches the surface of what is involved in restructuring for the Transition Years. Hargreaves and Earl (1990) point out that destreaming only deals with putting bodies in rooms but does not examine what happens to those bodies once they are inside the rooms. It is important that educators and the public look beyond destreaming and grapple with the more complex issues of developing and defining a core curriculum, integrating curriculum, providing new means of assessment, and applying new methods of instruction.

Prior to the Speech from the Throne in 1989, in which the Ontario government announced its intention to establish a core curriculum for grades 7, 8, and 9 and to destream grade 9, Scarborough educators were already exploring the issue of destreaming. In the fall

of 1988, Scarborough established the CRDI Streaming Committee. The Committee's objective was to explore the literature surrounding the topic of streaming and to provide a report which would give the needed background for educators to engage in meaningful discussions. A report entitled, Streaming: Interpreting the Literature was produced in October, 1989.

In October, 1989, the Superintendent of Program established a committee to investigate the Transition Years, better known as the CITY Committee. The CITY Committee was a logical extension of the CRDI Streaming Committee, since its purpose was to begin exploring the more complex concepts involved in the Transition Years. CITY Committee membership was broad-based, consisting of principals, vice-principals, administrators, and teachers from across the Scarborough school system.

When the Ministry indicated that it would support Transition Years pilot projects across the province, members of the CITY Committee co-operated to write a proposal to the Ministry of Education. The proposal included plans for four Scarborough pilot projects. The only precondition attached to becoming a pilot project site in Scarborough was the inclusion of an elementary and a secondary school; otherwise each pilot site was free to shape its own initiatives with regard to the Transition Years policies, based on particular circumstances of their schools and the communities.

Although part of the Scarborough board's agreement with the Ministry of Education was a progress report for Year One and Year Two and participation in Ministry sponsored research, Scarborough was particularly interested in conducting a study in the pilot sites as a vehicle for future planning in Scarborough. To this end, the Research Centre was invited to work with the pilot projects from the very beginning, to document the activities occurring in each site.

The Program Department has undertaken this formative evaluation of what occurs in each site in order to identify promising practices and to facilitate an understanding of both the theoretical and practical issues involved in such a major policy shift. It is a formative evaluation that is being conducted for the purpose of improving programs. Patton (1987) suggests formative program evaluations should be done particularly in the early stages of a program when there is likely to be a great deal of development and change. The researcher's role in this context is to help those directly involved with the program,

conceptualize 'what it is' and 'how it works'.

Since the input of the participants at the four sites is essential in planning such an evaluation, an Evaluation Subcommittee was formed in the fall of 1990. The Subcommittee consisted of one or more representatives from each site, an Administrative Assistant from the Program Department, the Research Director, a Research Associate, and a Secondary School Teacher on sabbatical assigned to the Research Department. The Evaluation Subcommittee played a vital role in helping to co-ordinate and develop Year One evaluation of the four pilot project sites.

Objectives of the Scarborough Study

This study consists of five broad based objectives, which include:

1. Providing a detailed description of the context in each site (e.g., demographic composition, organizational structures, beliefs and attitudes of the school community and the community at large).

2. Documenting the process of the Transition Years development phase in each site in relation to: historical context, school culture, collaboration, staff development, leadership, planning, student participation, parental involvement, obstacles, and facilitators.

3. Providing a summary of the commonalities and the differences amongst the four sites in relation to the above categories.

4. Collecting data for decision making about program directions.

5. Measuring individuals' concerns towards change.

METHOD

The researchers used a variety of methods to collect the data for this study: school description questionnaires; the Concerns Based Adoption Model questionnaire; a group focused interview with a team from each site; and a group focused interview with Program Department personnel.

School Description Questionnaires

In order to provide demographic information about each site, questionnaires were developed by the Transition Years Evaluation Subcommittee. Two questionnaires were developed, an elementary school questionnaire and a secondary school questionnaire (Appendix A and A-1). The questionnaires addressed the same items, except when rewording was necessary to take into consideration the different grade levels of the elementary and the secondary schools.

The demographic questionnaires, in some instances, required Subcommittee members to gather only rough approximations for particular items. For example, the Scarborough board does not gather information about the ethnic make-up of the student body of Scarborough schools. Consequently, Subcommittee members were asked to estimate the number of different ethnic groups, and to identify the two largest ethnic populations within the school to help provide an overall description of the school context.

Questionnaires were distributed by mail to each member of the Transition Years Evaluation Subcommittee. It was the responsibility of each Subcommittee member to answer the questions using any resources available at his or her disposal, usually through the school principal.

Some Subcommittee members were unable to locate the necessary information. In this instance, the Research Associate consulted with the Planning Department, in order to gather the data. The data collected by Subcommittee members was checked by validating the data against the Planning Department's annual statistics.

Since the numbers of English as a Second Language (E.S.L.) and English Skills Development (E.S.D.) students are significant in Scarborough, further information about these numbers were obtained from the Scarborough board E.S.L. Department. E.S.L. and E.S.D. students are defined as those students who have been resident in Canada for four years or less.

Concerns Based Adoption Model (CBAM) - Stages of Concerns (SoC)

The CBAM model was first developed in the early seventies by Hall, Wallace, and Dossett and was based on the earlier works of Frances Fuller, who studied the concerns of teachers about their teaching. They hypothesized that implementation of any new innovation was a slow process that has to take the individual, who is required to change, into account. The CBAM model suggests that individuals experience a number of concerns when confronted by an innovation and that these concerns move on a continuum from 'self' concerns to 'task' concerns and finally to 'impact' concerns. When teachers are required to implement a new innovation, their personal responses follow this pattern. Hall and his associates developed a Stages of Concern (SoC) questionnaire to assess the seven hypothesized stages of concern: (0) awareness, (1) informational, (2) personal, (3) management, (4) consequence (5) collaboration, and (6) refocusing. The model was designed to help facilitate change and enable change facilitators to plan staff development sessions appropriate to the level of concern that individuals or groups of individuals experience in relation to the innovation.

To collect information about teachers' concerns in relation to the Transition Years Project, the Evaluation Subcommittee decided to administer the Concerns Based Adoption Model (CBAM)-SoC questionnaire. The purpose of the questionnaire is to measure an individual's concerns in relation to the implementation of an innovation. The use of the CBAM instrument, with regard to the Transition Years innovation, is somewhat unorthodox. Research conducted using the CBAM model has usually focused on the implementation of a single innovation (e.g., the implementation of a grade 3 science curriculum), whereas the Transition Years represents a myriad of innovations. However, the Evaluation Subcommittee felt it was important to have a measure of staff concerns at the end of Year One, as a guide for planning staff development for Year Two, and as a base-line so that individual concerns may be charted over time. They decided to use the CBAM questionnaire in Year One and to repeat it over the first three years of the project, to chart changing attitudes towards the

Transition Years.

The Scarborough questionnaire contained three sections: a covering memo, two pages of demographic questions, and the 35-item CBAM questionnaire (Appendix B). To ensure a high response rate and a clear understanding of the questionnaire, a sample package with a covering memo from the Superintendent of Program was distributed to principals at each school by a member of the Research Centre. A short meeting was held to discuss the administration of the questionnaire and to answer any questions regarding the questionnaire. It was suggested that the questionnaire be distributed to staff during the final meeting of the year.

Focused Interview With Each Site

The Interview Process: On April 23rd and April 24, 1991, focused interviews were conducted with a group of people from each of the four Scarborough pilot sites. Two of the interviews were conducted on the school sites; the other two interviews were conducted at the Scarborough Board's Education Centre. The interview protocol was designed to provide a detailed description of the developmental phase of the Transition Years in the four pilot project sites. The interview protocol not only addressed the questions outlined by the Ministry of Education but also included questions which would be meaningful to those directly involved in the pilot project sites. Broad categories were developed which addressed various aspects of the developmental phase, and under each major category, further inquiry questions were asked to help clarify the major questions. The interview questions covered the following areas:

- Historical Background (initial school involvement, team formation and changes in team composition, site cooperation, planning process(es), staff involvement, emerging concerns, leadership, and recording methods);

- Key Components of the Transition Years Project (Transition Years plan and targeted initiatives, strategies to accomplish the initiatives, core curriculum, student involvement, parental involvement, and time frame);

- Factors that Facilitate the Transition Years Pilots (resources, and feedback, and

anticipated changes);

- Factors that Impede the Transition Years Pilots (resources, organizational factors, and people); and

- Planning for the Future (recommendations and hindsight).

A copy of the interview protocol is included in Appendix C. In order to facilitate the interview process, principals were given a copy of a sheet entitled "Areas to Be Discussed During the Focused Interview" prior to the interview (Appendix C-1). This sheet was to be used by the staff and principal to prepare and reflect prior to the interview.

The Interviewers: To gather reliable and valid information it was necessary that the interviewers be knowledgeable and understand the material being discussed. It was also necessary that the interviewees did not perceive the interviewers as a potential threat. Since the concept of the Transition Years is still one in which many individuals feel anxiety, it was decided by the Evaluation Subcommittee that Lorna Earl, Research Director, and Keith Hubbard, Co-ordinator of the Transition Years, should conduct the interviews. The interviews were conducted over a two day span, with one interview being held in the morning and one being held in the afternoon of each day. Susan Manning and Sheryl Freeman recorded the responses.

Interviewees: The interviews were conducted as site interviews which combined both elementary and secondary school personnel. Since the Transition Years is a collaborative project spanning two, and in one case three schools, the interview posed questions about emerging relationships between schools. A memo was sent to each school involved in the Transition Years pilots requesting that the elementary and secondary principals decide together which school personnel should participate in the interview and suggested a maximum of 10 interviewees (Appendix D). As was noted earlier, a one page summary sheet of the areas to be discussed during the interview was also sent to all of the principals involved in the pilot projects.

System Level Focused Interview With Program Department Staff

The Interview Process: On May 28, 1991, a focused interview was conducted with selected Program Department staff who had some involvement in the Transition Years Projects. The interview questions in the Transition Years system level focused interview covered the following areas:

- Historical Development (initial awareness and involvement, Scarborough Board's involvement, and selection process(es));
- Goals and Planning (system level goals, system level plan, system level plan for schools across Scarborough, and changing organizational structures);
- Roles and Responsibilities (Program Department's role, individual roles, accountability of pilot sites, accountability of the system level, and leadership);
- Communication (informing system level personnel; communication links between the site and system level; communication between the board and the ministry, Ministry's ability to keep individuals informed about the Transition Years, awareness within the board, and fostering awareness outside of the board);
- Impeding Factors (Resources, organizational, and people); and
- Facilitating Factors (Support and resources).

The System Level Interview Protocol is located in Appendix E and a summmary of the "Areas to be Discussed" is located in Appendix E-1.

Interviewers: Sheryl Freeman and Susan Manning acted as the interviewers for this interview. The interview was audio-taped to augment the interviewers' notes.

Interviewees: The interviewees who were identified by the Evaluation Subcommittee were:

- Rollit Goldring -Superintendent of the Program Department
- Keith Hubbard - Co-ordinator of the Transition Years Pilots
- Lorna Earl - Research Director
- Valerie Hewlitt - Administrative Assistant, Program Department.

THE STRUCTURE OF THIS REPORT

This report is organized into six further chapters. Chapter 2 examines the concept of school culture; it includes a definition of the concept and the implications of school cultures in relation to the promotion of change within a school. The context for each project site is described through a profile composite of each site which includes: an examination of the community surrounding the sites and a detailed examination of the schools involved in each of the sites, a description of the schools' philosophy concerning the Transition Years, and a description of the team formation at each site.

Chapter 3 begins with a description of research about collegiality and collaboration between elementary and secondary panels and a rationale for developing collegial relationships. The chapter then focuses on the efforts being made at each of the pilot sites to develop collegial relationships, both vertically and laterally.

Chapter 4 explores the issue of leadership in relation to the change process. Leadership is examined on three levels: system leadership, site leadership, and teacher directed leadership.

Chapter 5 focuses on the topic of staff development, including a broad historical look at staff development and description of Transition Years staff development initiatives occurring in Scarborough. The last section of the chapter examines the results from the Stages of Concern (SoC) questionnaire conducted across Scarborough pilot sites.

Chapter 6 outlines the Transition Years Plan developed at each site with emphasis on how the Plan was generated and resources needed to accomplish the initiatives.

Chapter 7 provides a summary of the concerns and constraints experienced by individuals involved in Year One of the pilot project and suggests directions for Year Two.

CHAPTER TWO

SITE PROFILES

SCHOOL CULTURE

> ***In other words, the cultural fabric is a composite of loosely and tightly woven threads. At some points it is porous and easily loses shape; at others it is impenetrable and retains its integrity. Thus, a school's culture can be diverse and, consequently, selective. .....Culture is, paradoxically, both static and dynamic.***
>
> ***(Rossman, Corbett, Firestone, 1985, pp.9-13).***

Culture may be defined as,..."a system of ordinary, taken-for-granted meanings and symbols with both explicit and implicit content that is, deliberately and non-deliberately, learned and shared among members of a naturally bounded social group" (Erickson, 1987, p.12). Hargreaves (1990) adds a further dimension to the concept of culture by pointing out that it has both <u>form</u> and <u>content</u>. The content of a culture is made up of what members think, say, and do. The form refers to the patterns of relationships between members of the culture - for example, high interactive and low interactive relationships, competing groups and factions, and attachment to a community. As the culture of an organization evolves, 'norms' are established which dictate the boundaries or the 'way things are done around the organization'. Sarason (1971) has identified two types of cultural 'norms': the <u>sacred</u> and the <u>profane.</u> 'Sacred' norms are those which are fundamental to one's belief systems and generally are not subject to change. 'Profane' norms acknowledge the way things are done within the organization and therefore are more susceptible to change. For example, central to the belief system of school organizations are the 'sacred norms' of privacy, autonomy, and isolationism among teachers. 'Profane' norms may include the delivery mode of a particular program or routine administrative procedures, which would be more susceptible to change.

A number of cultural differences exist between elementary and secondary schools. The culture within the elementary school may be characterized in terms of care and control (Hargreaves and Earl, 1990). Children are assigned to one classroom with one teacher and the same classmates for an entire year. This allows close-knit relationships to develop and to be nurtured throughout the course of the year. The elementary school culture may be seen as a small community fostering support, based on the principle of care, not unlike the home, family, and community. Associated with care are the principles of control and ownership. It stands to reason that the more care and time devoted to helping shape an individual's qualities, the greater one's vested interest in the individual or group of individuals. Consequently it is not uncommon to hear elementary teachers speak in terms of "my class" and "my children" (Hargreaves and Earl, 1990). This same care which nurtures students may jeopardize the students' development of autonomy, independence, and security which are necessary in facilitating their transition from the elementary to the secondary school (Hargreaves and Earl, 1990).

Secondary schools are much larger and more complex than their elementary counterparts. Secondary school teachers usually share a common bond defined by subject identity. Department collegiality may be fostered by physical structures of work rooms and organizational structures, of sections and budget allocations. These structures may lead to balkanization; consequently, the school does not portray the image of a unified community but rather a 'community of communities'.

The physical structure of a secondary school can influence the relationship of these 'communities within communities'. Subject centred corridors may create interdepartmental alliances or divisiveness. Structural groupings of subjects such as business with math, or moderns with English, can be critical to relationships forged within the school. Similarly the distance between a departmental community and the common community resources, such as libraries and staff rooms, can determine the amount of time teachers invest in either their subject community or the common community. Time commitments can become even more complex when teachers have responsibilities spanning more than one department.

Another basic premise underlying the culture of secondary schools is the emphasis on academics. Secondary teachers have a vested interest in their subject area which most often represents a declared area of study at the post-secondary level. This subject affiliation often provides a perception of one's self and an approach to instruction. Hence teachers underscore the importance of subject matter and content, and this can have a profound impact on teacher's responsiveness to 'new' subject areas and ways of structuring curriculum and instruction (e.g., desktop publishing, core curriculum, subject integration).

The two panels of schooling, elementary and secondary, have rarely shared common cultural ground. Rather, physical space, professional associations, subject orientations, and staff development, have historically fed differences between elementary and secondary school cultures.

During Year One, personnel in both the elementary and secondary panels, in the Scarborough Transition Years sites worked together to discover and create common cultural ground.

Because Scarborough is a large, diverse community, many factors within and beyond the school walls may contribute to establishing a shared culture. The following section provides profile composites of each Scarborough Transition Years site and a description of the Transition Years philosophy and approach to building teams that emerged in each site as they started the project.

PROFILE COMPOSITES

The profile composites below are drawn largely from demographic questionnaires completed by members of the Evaluation Subcommittee. Information about E.S.L. and E.S.D. students was supplemented with information from the Scarborough E.S.L. Department. Across the city of Scarborough E.S.L./E.S.D. enrolment for the 1980-81 school year totalled 1,052 students compared to the 1990-91 E.S.L./E.S.D. enrolment of 5,418. Since this population was not evenly distributed across Scarborough schools, it was important to note the implications for at least two of the Transition Years sites.

LEACOCK/BUCHAN SITE PROFILE

Community and School Context

The Leacock/Buchan site is a single structure housing two separate schools: Buchan, a senior public (grades 7 and 8) school, and Leacock, a grades 9 - OAC collegiate. Although the structure is a single unit, the two schools have separate administrations, each with policies and regulations particular to their school. The cafeteria, library and pool are shared resources for both schools. Hallway doors clearly label the division of each school's boundary.

Situated in the central part of Scarborough, the school complex is 21 years old. The community surrounding the school is culturally and economically diverse. To the south the school complex is bordered by low-lying office complexes and a retail mall. The major thoroughfare to the west of the retail area is densely populated with high rises, some of which are public assistance housing.

Leacock had a population of approximately 1,250 students equally proportioned between males and females. The population was evenly distributed through grades 9 to OAC. A large percentage (80%) of students were studying the majority of their courses at the advanced level and current figures (1990-91) for student enrolment indicated a large OAC class (260 students). There were approximately 80 staff members and three administrators in the secondary school. The senior public school, with 30 staff members and two administrators, housed approximately 380 students equally divided between males and females, through grades 7 and 8. Most students graduating from the senior public school continued their secondary school education at Leacock, except for a small number who opted to continue at a neighbouring French immersion secondary school. Both schools indicated their ethnocultural composition was comprised of 16 or more groups. The largest group was Oriental-Canadian (approximately 40% of the senior public school student body, and 30% of the secondary school population). The second largest group was Jamaican-Canadian students (approximately 20% of the senior public school population and between 10-15% of the secondary school population). Approximately 30 per cent of students in the senior public school received E.S.L. support. This number was lower in the secondary school with less than 20 per cent receiving E.S.L. support; however, the E.S.L. population at both schools tripled over the past five years. Figures for students identified as needing special services was very low and was not even reported at the secondary level. Both schools may be characterized as strongly academic in focus.

Leacock/Buchan Transition Years Philosophy

The major focus of the Leacock/Buchan Transition Years Project was the needs of the student. In order to identify students' needs at both the elementary and secondary level, a survey was designed and conducted early in Year One in conjunction with the

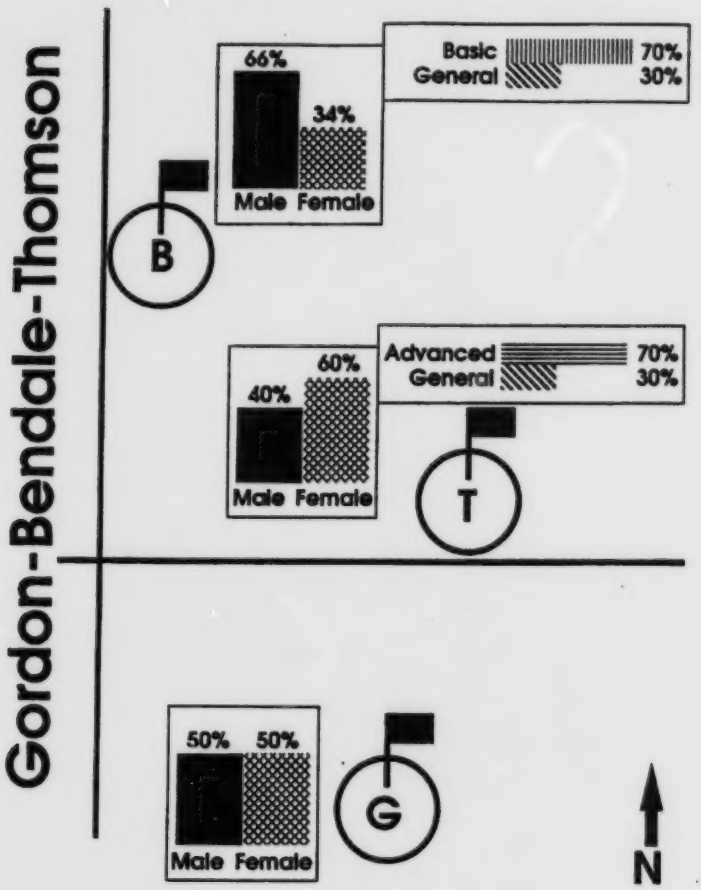
Research Centre. The focus on student needs led to increased efforts between schools to collaborate on a variety of levels (e.g., student, staff, and administrative liaison) in Year One.

Leacock/Buchan Team Formation

Once the project was initiated, the principal of the elementary school (who had been a member of the CITY Committee) and the secondary school principal made a presentation at a joint staff meeting of elementary and secondary personnel. The purpose of the meeting was to introduce the concept of the Transition Years and to establish a Summer Think Tank Team, to be comprised of three Buchan and three Leacock teachers. All staff were invited to become involved in the project. One vice-principal and two teachers from each school formed the first Transition Years team, referred to as the Summer Think Tank Team. The Summer Think Tank Team was responsible for examining and compiling all available research surrounding the concept of the Transition Years. In the fall of 1990, the Summer Think Tank Team presented their findings at a joint staff meeting.

As the project gained momentum the team expanded. At one point in time, the original team members thought that they would complete the initial research and hand the project over to other individuals, but would continue to act in advisory capacity for the new members. However, this did not turn out to be the case, and the original members continued as integral members of the team.

BENDALE/THOMSON/GORDON PROFILE



Community and School Context

The Bendale/Thomson/Gordon site differed in composition from the other pilot sites, since it included **three** schools: a grades 7-8 senior public school (Charles Gordon), a grades 9-OAC collegiate (David and Mary Thomson), and a grades 9-12 business and technical institute (Bendale B.T.I.). This was the only Scarborough pilot site to include a B.T.I. which offered basic and general level programming. David and Mary Thomson opened in 1958, Bendale opened in 1963,and Charles Gordon opened in 1971.

The two secondary schools at this site back onto a common playing field which

is bounded on the north-east by the Scarborough Centre for Alternative Studies (SCAS) and a grades K-6 public school. The senior public school is approximately a 15-minute walk south across a major thoroughfare. The immediate neighbourhood on the north-west surrounding the two secondary schools is an established single dwelling residential neighbourhood approximately 30 years old. This neighbourhood was experiencing shifts as older residents left and younger families, many of whom are new immigrants, moved in. The neighbourhood public school recently established a daycare centre on its premises. Low level industrial complexes bound the site to the west, and strip plazas face the schools on the south side of a major thoroughfare. Public transit services the area with bus, subway, and rapid transit lines, making it accessible to the downtown core. A new condominium complex was being developed to the west and south west, while other neighbourhood high-rises are apartment dwellings, which include public assistance housing. The homes immediately surrounding the senior public school are duplexes and are newer than homes surrounding the secondary school.

Enrolment figures indicated that the B.T.I. had a significantly large number of students who were designated as exceptional by an Identification Placement Review Committee (I.P.R.C.). In most cases, students who undergo the I.P.R.C. process during B.T.I. admissions procedures have come from elementary special education programs which are designed to meet particular academic and social needs, (e.g., learning disability, behavioural, and adjustment classes). Some students are formally demitted from specialized programs when they enter the B.T.I. and are monitored in the mainstream. Other students are recommended to the Special Education Department Head, Guidance Department Head and/or Vice-Principals to be reviewed by the I.P.R.C. so that their educational needs might be examined. The demographic survey indicated that 25 per cent of the school population had been formally considered by an I.P.R.C.. However, the Special Education Department Head acknowledged that, if one considered those who were demitted from special education rosters and were being monitored, it is likely that as many as 230 of the 680 students were special education candidates.

When Bendale opened in 1963, it was a two-year program with a strong emphasis on technical programs, with the idea of preparing students for work in traditional

trades. Five years ago the Scarborough Board of Education made a decision to diversify B.T.I. course offerings and the program was extended to four years with students able to study both academic and technical courses at either a general or basic level. The student's program at a business and technical school is equally divided between academic and technical/business courses with a strong co-operative education component. At Bendale, approximately 70 per cent of the student population studied the majority of their courses at the basic level, and approximately 30 per cent were working at the general level. Almost two thirds, or 450 of the 680 students attending the school were male. Grade level distribution indicated a much larger population in grades 9-10 than in grades 11-12. The enrolment for 1990 was: grade 9 (310), grade 10 (150), grade 11 (118), and grade 12 (98). E.S.L./E.S.D. numbers were stable at Bendale and comprised only three per cent of the total student population. The school had a teaching staff of 66 and three administrators. The school employed a large number of educational assistants, cafeteria aides, and a social worker, all of whom worked closely with students in classroom settings.

Because of the specialized nature of its programming, the B.T.I. draws students from a large geographical area. The city is divided into three sectors, each with a designated business and technical institute. It is not unusual for students to travel some distance to attend such schools. There were 11-15 different ethnocultural groups within the school and no one group was dominant. Fewer than 20 students were designated as E.S.L..

Thomson Collegiate is basically an academic school with a 1990 enrolment figure of approximately 900 students, of which 40 per cent were male, and 60 per cent female. Enrolment figures were evenly proportioned between grades 9-OAC. Seventy per cent (70%) of students studied the majority of their courses at the advanced level. The school population was comprised of approximately 6 - 10 different ethnocultural groups, the largest group being Greek-Canadians, representing approximately 15 per cent. The second largest group, approximately 10 per cent, were Asian-Canadian students. Less than 40 students were designated as receiving help in E.S.L.. Enrolment figures for Thomson's E.S.L./E.S.D. population were stable. In the 1989-90 school year these students comprised five per cent of the total student population and in 1990-91 figures accounted for eight per cent of total school population. The staff included 55 teachers and three administrators.

The senior public school, Charles Gordon, had an approximate enrolment of 260 students equally divided between grades 7 and 8, and equally split between male and female. There were 20 staff members and two administrators. There were between 6-10 different ethnocultural groups, the largest group being Anglo-Canadian (38%) followed by Greek-Canadians (15%). Approximately 50 students received help in E.S.L., and approximately 20 students were identified through an I.P.R.C. Of the 127 students completing studies at Charles Gordon Sr. Public School, 24 per cent were to attend Thomson, 25 per cent were to attend Bendale, 19 per cent were to attend Winston Churchill C.I., 15 per cent were to attend Midland C.I., and 17 per cent were to attend various other secondary schools.

Bendale/Thomson/Gordon School Philosophy

Bendale/Thomson/Gordon personnel realized at the outset that eliminating streaming to create a multi-level grade 9 program, could well destabilize the enrolments at both Thomson and Bendale. Students previously admitted only to Bendale would henceforth be able to select the same program at Thomson. A mass exodus of students from Bendale might make the Bendale program no longer viable, and thus deprive many other deserving students of the technical education benefits available there. The staff in this site realized that their Transition Years philosophy would have to recognize and preserve the B.T.I. ethos and also carefully tailor any changes to the status quo, so that potential Thomson students would not opt for traditional collegiate programs readily available elsewhere in the local area, during the pilot years. These considerations led to two fundamental assumptions. In order to create equal learning opportunities and to address the social, academic, and emotional needs of grade 9 students, there was a need for:

1. improved support, including a mentoring program, for students making the transition from elementary to secondary school, and

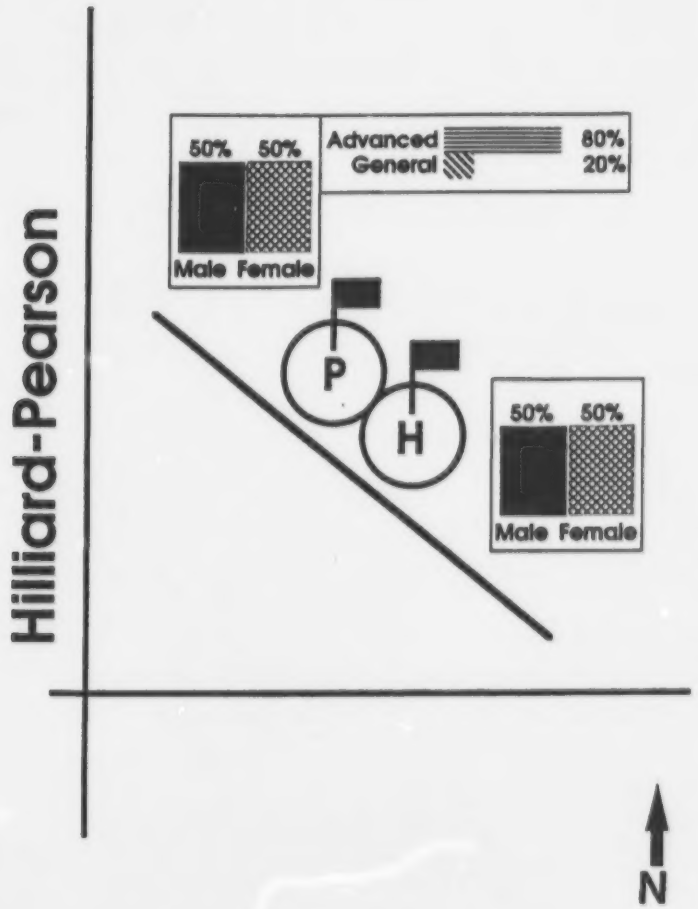
2. a realigned and restructured curriculum.

Bendale/Thomson/Gordon Team Formation

During 1990, the principals at each of the schools asked two teachers from each school to become involved in the project and participate in a Summer Think Tank Team. A conscious decision was made by the administration of the three schools not to involve administration on the Summer Think Tank Team, because it was recognized that teachers would ultimately be responsible for implementing the project, and therefore they had to take ownership of it. The team was responsible for examining the literature related to the Transition Years, preparing a preliminary implementation report, and reporting back in the fall to their respective staffs.

During the focused interview, team members mentioned that significant changes would occur with regard to the team formation, since several key players were moving to different schools in September, 1991. At Thomson in particular, the Principal, English Department Head, and Assistant History Department Head, all of whom were instrumental in shaping the project, left the site for other schools at the end of Year One. Bendale and Gordon each lost one key player.

PEARSON/HILLIARD SITE PROFILE



Community and School Context

Like the Leacock/Buchan site, Pearson and Hilliard are also a single structural unit, housing a senior public school (grades 7-8), Hilliard, and a collegiate (grades 9 - OAC), Pearson. The schools are linked by common hallways and share physical resources including a pool, library, cafeteria, and staff room.

The schools were opened in 1978. In the city context they are considered relatively new. The residential neighbourhood immediately surrounding the complex is founded on an Ontario Ministry of Housing initiative to build affordable housing. From the

outset the community has been very multicultural with no one dominant cultural group. To the north, the site is bordered by an industrial park. A major thoroughfare to the east contains medical office buildings and many high rise developments most of which are rental, with some designated as public assistance housing. Residential development east of this thoroughfare also accounts for increased student enrolment at Pearson. This resulted in an addition to the secondary school in 1988. About five years ago a new indoor mall was built immediately facing the school complex. The neighbourhood is accessible through public transit but is more removed from subway and light transit lines than other sites.

Pearson's enrolment was approximately 1,450 students equally divided between male and female students. Grade level enrolments were equally divided with approximately 350 students in each level from grades 9 - 12, and approximately 120 students studying at the OAC level. Approximately 80 per cent of the school population was studying the majority of their courses at the advanced level and the remaining 20 per cent were studying courses at the general level. Pearson was also experiencing an increasing adult population. There were 95 staff members and three administrators.

The school population was comprised of more than 16 ethnocultural groups, with South East Asian-Canadian students accounting for approximately 30 per cent of the school population. As many as 309 students qualified as E.S.L./E.S.D. students. During the 1989-90 school year E.S.L./ E.S.D. figures comprised 15 per cent of the total school population whereas figures for the 1990-91 school year indicated this same population comprised 21 per cent of the total school population, an increase of six per cent.

Program implications for such demographic trends have meant the creation of 29 bridge programs offered in nine subject areas. Bridge programs modify an academic subject for students with E.S.L. difficulties, and offer language-intensive delivery of an academic subject.

Dr. Marion Hilliard had a total school population of 416 students equally proportioned between males and females. There were more than 16 different ethnocultural groups, with no one group dominating. One-quarter of the school population was enroled in

E.S.L.. There were two administrators and 26 full time staff members.

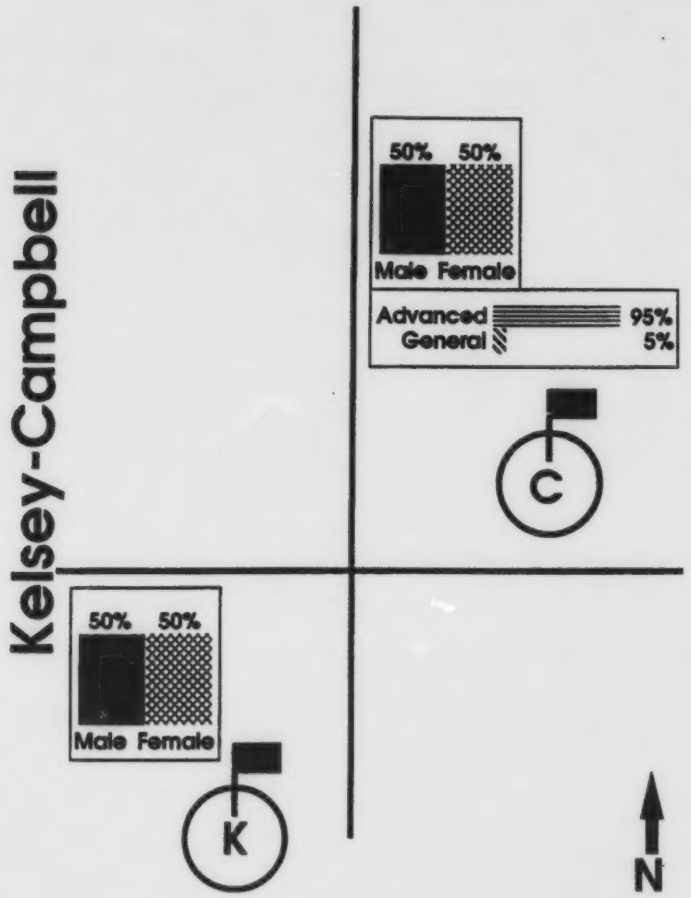
Pearson/Hilliard's School Philosophy

The primary focus of the Pearson-Hilliard project was on the development of the educational experience which would be most suitable for students in grades 7-10. This involved an exploration of the change process and all the variables involved with specific attention to staff development. Because of the extensive scope and systemic nature of the changes in the Transition Years project, a broad-based approach was taken. The five Pearson and Hilliard administrators, all Pearson department heads, and Hilliard teachers/ chairpersons representing each curriculum grouping opted to be part of the project.

Pearson/Hilliard's Team Formation

This project began when the former principal of the secondary school approached a number of department heads about their willingness to investigate the concept of the Transition Years, because the Superintendent of Program had asked for Pearson's involvement. This initial team of four department heads, reflected a language/media focus. The former principal intentionally kept the project small, knowing that he would be leaving the school. In the spring of 1990, a new principal was appointed to Pearson. It was at this time that the Transition Years initiative got underway. The current principal, in conjunction with the elementary principal, decided that the involvement of all department heads and teacher/chairpersons would benefit the Transition Years initiatives. To form this team, a residential experience between Pearson department heads, Pearson's principal and vice-principals, and Hilliard's teacher/chairpersons, teachers, and principal, took place at the Kempenfelt Convention Centre.

CAMPBELL/KELSEY SITE PROFILE



Community and School Context

Kelsey, a grades 7 - 8 senior public school, and Campbell, a grades 9 - OAC collegiate, are situated in the north end bordering city limits. The immediate area surrounding each school is largely residential comprised of both single dwelling homes and high-rise accommodation. Recent economics have meant that a few new high rise ventures to the north of Campbell, initially intended as condominium facilities, have become rental units. New building in the north end has meant the rapid expansion of collegiate enrolment and has necessitated two building additions to Campbell within the past five years, with the most recent addition scheduled for completion in 1992. Since the Kelsey-Campbell area is

relatively 'new' in the Scarborough context, it (like the Hilliard-Pearson area) has a very diversified multi-cultural population.

Campbell, the largest collegiate in Scarborough, had an enrolment of 2,100 students equally divided between males and females. Most students (95%) were studying courses at the advanced level. The student population was evenly distributed amongst all grade levels. There were 140 staff including three vice-principals and one principal. The student population was made up of 57 or more ethnocultural groups. Approximately 45 per cent of the students were born in Canada; approximately 28 per cent were born in Hong Kong; and the remainder of the student population was born in one of 54 other countries identified in an extensive ethnocultural survey initiated by Campbell's geography department. Campbell's 1990 ethnicity survey findings indicated that approximately 39 per cent of the student population's mother tongue was English and 39 per cent spoke various dialects of Chinese (e.g., Cantonese and Mandarin). As many as 712 students qualified as E.S.L./E.S.D., thus comprising 34 per cent of the total school population, whereas numbers for the previous school year, (1989-90), accounted for 25 per cent of the total school population, indicating an increase of nine per cent.

High E.S.L. enrolments led to specialized programs modified to meet students' needs in drama, geography, physical education, art, and family studies.

Kelsey's population consisted of approximately 560 students equally divided between males and females, and evenly distributed through grades 7 and 8. There were 38 teachers on staff, including one vice-principal and one principal. The student population was comprised of 6-10 different ethnocultural groups, with the Chinese-Canadian population numbering approximately 40 per cent.

Approximately 100 students received E.S.L. support. The majority of students graduating from Kelsey, 176 in 1991, continued secondary studies at Campbell. A smaller number opted to attend Agincourt Collegiate Institute.

Campbell/Kelsey's School Philosophy

The focus in this site is on meeting the holistic (cognitive, affective and behavioural) needs of the early adolescent (grades 7,8, and 9), through the development of the most appropriate educational programs to help teachers prepare for the impending changes, and by providing the necessary professional growth experiences.

Campbell/Kelsey's Team Formation

Some of the personnel at the Campbell/Kelsey site were previously involved in earlier initiatives undertaken by the Scarborough board prior to Ministry of Education's announcement to destream grade 9. The Kelsey principal had completed an interchange at Campbell, as vice-principal, and had earned the respect and trust of his colleagues. One of the Campbell vice-principals was the co-ordinator of curriculum, review, and development (CRDI) at the board level and, in this capacity, attended earlier provincial Think Tanks about the Transition Years and served on the CRDI Streaming Committee.

The principal at Kelsey had already produced an in-school document entitled "Directions for Kelsey" in January, 1990, that articulated philosophical, curricular and organizational directions. This document invited teachers to join the administrative team at Kelsey in planning and implementing effective programs based on Ministry and board priorities and policies. The major focal point was tracking student achievement, attitudes and social development. Provision was made to formally incorporate time management and organizational skills into the daily program. In addition, teacher timetables were organized by house teams to facilitate in-school common preparation time for each house team. In Year One, further organizational refinements led to much increased time for teachers which enhanced collaboration and the attendant program modifications that are thus allowed to happen.

The Kelsey principal and the Campbell vice-principals started discussing possible initiatives for their site prior to the board's decision to establish site locations. Administrative teams at both schools were enthusiastic about possibilities for their school

community. Initial team formation began when administration invited a representative group of staff members to become involved with the summer Headstart Project (August, 1990). The Headstart team, which consisted of 11 individuals from both sites, was comprised of administrators, with the exception of one teacher from the elementary panel. The purpose of the Headstart team was to begin conceptualizing the framework for the Transition Years. Since the project has evolved, the team has grown, and approximately 50 individuals were involved in the Project in differing capacities, at both sites during Year One.

SITE COMMONALITIES & DIFFERENCES

Establishing a shared culture is a complex task that will take a long time. There were, however, some early common elements as the Scarborough sites began to explore the requirements of the Transition Years restructuring. There were also some notable differences that make each of the sites unique.

School Culture: Community and School Contexts

The following represent a list of commonalities in relation to school community and school contexts:

- ***Based on the site profiles, it was evident that the student population at each site was multicultural.***
- ***Three out of four sites are strongly academic in focus, with the majority of students studying courses at the advanced level.***
- ***Individuals in each site worked towards establishing collaborative relationships in order to explore common cultural ground.***
- ***All site projects include elementary and secondary schools.***

The following represent a list of differences in relation to school community and school contexts:

- ***In two sites the elementary and secondary schools are housed under one architectural structure; whereas the elementary and the secondary schools are housed in separate architectural structures, in the other two sites.***

- ***One site includes not only an elementary and secondary school but also a business and technical institute, which consists of basic and general programming.***

- ***Each site has used a variety of approaches in establishing collaborative work cultures.***

Project Philosophies:

The commonality in relation to project philosophies is:

- ***Scarborough Board's early project planning commitment to site-based school management, allowing each site to develop its own vision and direction, based upon the local context.***

The difference in relation to project philosophies is:

- ***Site-based management has allowed each site to take a very different approach in relation to: staff development, leadership, and site planning.***

Project Awareness and Team Involvement:

The commonalities in relation to the development of project awareness and involvement are:

- ***Project initiation began at the board level, with the Superintendent of Program contacting secondary principals to become involved in the project.***

- ***Presentation of the concept was similar in three schools in that individual principals and vice-principals approached teachers on a one to one basis to elicit support for the project. In two of the sites teachers were made aware of the initiative in a staff meeting forum which allowed equal access to the project.***

- ***In three sites the initial team membership was initially orchestrated in a top-down fashion, in which the principals chose the individuals they wanted to participate. In the remaining site, teachers were invited to take the initiative in team formation.***

- ***Three of the four sites developed summer 'think tank' teams in order to explore concepts related to the Transition Years. The remaining site consciously chose not to establish a summer think tank team because of personnel changes.***

- ***All of the sites have experienced changes in team membership. All have witnessed a loss of individuals as well as an expansion to the teams; however, this occurred from site to site in differing degrees.***

Differences related to project awareness and team involvement include:

- ***Staff involvement at each site is different in that some sites have elected to involve all staff while other sites chose to limit the number of staff involved.***

- ***Each site has taken a different approach to team configurations. Some sites elected to involve only teachers on a team, while other sites elected to involve both administration and teachers on Transition Years Teams.***

- ***Each site used a variety of different strategies in fostering staff commitment and support for the Transition Years project.***

- ***Change in team membership for some sites meant a loss of key teachers involved in the development of the project.***

Having identified a number of factors within and beyond schools' walls which contribute to a shared culture, the next chapter explores how pilot project sites have used these factors to aid in establishing collaborative work cultures.

CHAPTER THREE

COLLABORATION

COLLABORATION

So that's how I found out how the goose can fly
from way up North to way down South
and back again.

But he cannot do it alone, you see.
It's something he can only do in Community.

These days it's a popular notion,
and people swell with emotion and pride
to think of themselves on the eagle's side.

Solitary
Self-sufficient
Strong

But,
We are what we are, that's something we cannot choose.

And though many would wish to be seen as the eagle,
I think God made us more like the goose.

(Stromberg, 1982)

Like the eagle, some schools and individuals within schools soar on solitary achievement, which in turn leads to a culture of isolationism. In the educational setting organizational and physical structures, such as timetables, departments/divisions, and architecture, preserve the 'sacred norms' of isolation and balkanization discussed in *Chapter Two*.

Cultural individualism protects teachers against scrutiny and intrusion (Fullan and Hargreaves, 1991). When teachers begin to move beyond the barriers of isolation (whether those are classrooms or departments) to confer with colleagues, they are taking risks. These risks include exposure to possible evaluation of self and program, and the

articulation of purpose and goals, which may or may not be shared by their colleagues. Other studies (Flinders, 1988) suggest that teachers protect their time alone in order to prepare lessons and store energy for the classroom rather than for discussion with colleagues.

Judith Warren Little (1990) identifies four types of collaborative practices: (1) storytelling and scanning for ideas; (2) aid and assistance; (3) sharing; and (4) joint work. According to Little, the first three forms of collaboration are relatively weak, while joint work (e.g., team teaching, planning, observation, action research, sustained peer coaching, mentioning, etc.) is the strongest form of collaboration. Little states,..."joint work anticipates truly collective action "(p.519). Fullan and Hargreaves state,... "Joint work implies and creates stronger interdependence, shared responsibility, collective commitment and improvement and greater readiness to participate in the difficult business of review and critique" (p.47). The problem with the other three forms of collaboration is that,..."If collaboration is limited to anecdotes, help giving only when asked, or to pooling of existing ideas without examining and extending them, it can simply confirm the status quo" (Fullan and Hargreaves, 1991, p.47).

Collaboration is fundamentally built on human relationships, and the way people perceive and value one another can only be modelled not mandated. Collaboration is built over time, and fed with trust and commitment from a variety of players. It is not a one day, one unit, or one theme presentation. Individuals in schools do not 'do collaboration', rather collaborative cultures are fostered by ongoing events, and through daily discussions and relationships throughout the school community (Hargreaves, 1990). These discussions reach beyond classrooms, to lunch rooms, main offices, and the sidewalk. Collaboration encourages professional growth, discussion, and a common vision that is carved, not from passive compliance, but from heated controversy over what matters most.

"Although the concept itself is not new, the suggestion that collaboration should become the norm for all schools is new" (Smith and Scott, 1990, p.2). Research on effective schools indicates that collaboration positively affects both student outcomes and teachers' professional growth. Collaboration is particularly beneficial when it is truly meaningful to individuals within their context.

A review of the literature around collaboration suggests the following benefits:[1]

- Improved student outcomes
- Model for student collaboration
- Interactive professionalism
- Mutual observation
- Shared talk about teaching
- Emotional support
- Professional growth
- Life-long learning
- Increased teacher efficacy
- Participative decision making
- Participative leadership
- Coherent policies
- Goal consensus
- Commitment to continuous improvement

Teacher collaboration is one of the underlying themes of the Scarborough Transition Years initiatives. Collaboration occurs both laterally (between teachers from the same grade, division, or subject area) and vertically (across different grades, divisions, or subject areas).

In the original proposal, the only requirement for the pilot site's involvement in the Scarborough Transition Years pilots, was staff members' willingness to collaborate to provide continuity across grades 7, 8, and 9. Thus elementary and secondary school personnel agreed to work and plan together (lateral collaboration) in facilitating the students' transition from elementary to secondary.

Although it was not a precondition in Scarborough sites, educators also began working with each other within a school (lateral collaboration), to break down the subject specific departmentalization particularly at the secondary school level.

[1]Fullan and Hargreaves, 1991; Smith and Scott, 1990; and Rosenholtz, 1989.

The following text examines Scarborough's efforts at developing collaborative school cultures.

Vertical Collaboration - Elementary and Secondary School Personnel

All of the project sites have used a variety of means to develop collegiality between elementary and secondary school personnel. Three of the sites' first collaborative efforts occurred when elementary and secondary personnel established summer 'think tank' teams, to examine the concept of the Transition Years. The fourth site experienced its first collaborative efforts during the fall of 1990, when elementary and secondary school personnel participated in a residential retreat to build a plan for change. All of the sites were involved in interschool visitations, and cross-panel exchanges between elementary and secondary school personnel, to observe the organizational structures of the host school and the teaching practices of their colleagues. Staff from both school panels attended conferences and workshops together, such as the OCLEA conferences, and visited Transition Years sites such as Rosedale Heights, a secondary school in the Toronto Board, and John Fraser, a secondary school in the Peel Board. Staff development activities arranged for the sites by Keith Hubbard and Varlerie Hewlitt always involved elementary and secondary personnel.

Elementary and secondary personnel in all of the sites participated in joint planning of the Transition Years Project, initially by collecting and sharing information and data about the Transition Years, and later by establishing timelines, strategies, and goals where possible. Near the end of Year One some sites began to write components of a core curriculum.

Lateral Collaboration - Among Colleagues within a School

The literature most often identifies secondary schools as having a lack of collaboration among teachers within a particular school; however, research has shown that it may also happen in the elementary system (Stillman and Maychell, 1984; Lortie, 1975; Brophy and Good, 1974). Teachers seldom communicate across classrooms and/or

departments, consequently they have little understanding of what their colleagues do. This in turn feeds the notion of specialization and can lead to the formation of coalitions throughout the school organization. The end result is often the development of inconsistent school policy, since the actions taken by those involved are not united.

In each pilot site departmental barriers were slowly being crossed at the secondary level. One of the major facilitators in fostering interdepartmental exchange was thinking about and developing a core curriculum. The results of this exercise were extremely positive. Members of each site stated that they were astonished by the wealth of valuable ideas that colleagues within their own schools possessed. This helped to foster a sense of pride in each of the pilot sites and gave the confidence needed to continue to develop new strategies and ideas.

Throughout the process of planning, all four sites expressed a feeling of 'amorphousness' due to the complexity and ambiguity surrounding the concept of the Transition Years. This sense that the Transition Year's changes are amorphous and ambiguous, translated into frustration and confusion for those involved in the change process. Vertical as well as lateral collaboration helped to reduce the uncertainty felt by individuals concerning the concept of the Transition Years. They came to realize that there was not a simple answer to the issues and questions being posed, but rather individuals had to 'navigate' their way through the 'perilous sea of change'. In order to 'chart' a course, a great deal of time had to be devoted to the conceptualization of 'what are the issues' and 'how will the issues be resolved', once they have been clearly defined. This is not surprising when dealing with such a complex change in the educational system. As Michael Fullan states,..."Assume that any significant innovation, if it is to result in change, requires individual implementers to work out their own meaning. Significant change involves a certain amount of ambiguity, ambivalence, and uncertainty for the individual about the meaning of change" (1991, p.106).

All of the sites acknowledged that the best means available for overcoming confusion and frustration was the ability to openly communicate and express one's feelings. Each site facilitated this process through different means. For example, some sites provided

formal communication channels (e.g., writing one's concerns down on paper and then scheduling an appointment with administration to discuss the concerns). Administration in one of the pilot schools set aside a particular time and place after school hours for individuals who had questions or concerns about the Transition Years to come and share them. Informal methods of communication were also used to address concerns and questions; some sites allowed individuals the opportunity to drop by the principal's office at anytime for an informal chat. All sites engaged in informal communication to some extent via chatting in hallways and/or staffrooms about their concerns, with regard to the Transition Years.

Communication

Communication channels are essential in facilitating collaboration. The dissemination of information amongst the pilot sites has occurred using verbal and textual communication, both formally and informally.

Communication Within the Pilot Sites

The most common method of formal verbal communication within a school was the monthly staff meeting. Often these were used as opportunities to make reports and/or to reiterate the invitation to become involved with the Transition Years Project. In addition, joint meetings between elementary and secondary school personnel were arranged. In these cases, meetings rotated from school to school.

Each of the sites was involved in recording their meetings and discussions about the Transition Years.

Leacock/Buchan recorded informal minutes which were reviewed at subsequent meetings. The Collaboration Committee held regular planning meetings, in which considerable dialogue occurred, ideas were shared and acted upon. The Curriculum Committee also met on several occasions, to continue developing and writing combined English/History units which were started during the summer of 1991. As progress was made, the staffs of both schools kept in touch of upcoming events through memos, and at staff meetings.

The Bendale/Thomson/Gordon pilot site held monthly meetings which rotated among the three sites. In Year One the principal of Thomson prepared the meeting agenda and chaired all meetings. The Ontario Secondary School Teachers' Federation (O.S.S.T.F.) Pilot Projects Co-ordinator also attended the Bendale/Thomson/Gordon site meetings, in an observer/advisor role. The Transition Years Co-ordinator was invited and attended all the Bendale/Thomson/Gordon meetings to observe and offer advice. All decisions regarding Transition Years activities were discussed and ratified at these meetings, and minutes were circulated later to all members. A log was maintained to record the historical development of the project.

Pearson/Hilliard elected to video tape some of their meetings, at intervals, to record the change process. This site also took minutes at joint Pearson/Hilliard staff meetings as well as separate staff meetings.

Campbell/Kelsey indicated that they engaged in two different types of meetings: process meetings and reporting back meetings. Concepts and issues were addressed during process meetings, which in turn were reported at staff meetings and/or department head meetings.

One method of informal verbal communication is 'gossip'. 'Gossip' may serve as either a negative influence or a positive influence within an organization. Gossip is an important vehicle in transmitting and disseminating information. All of the sites have informal communication channels within their infrastructures. During the focused interviews, an example of how gossip is used to transmit information was provided. The custodian, who served as the communication vehicle, stated to a staff member that,..."The Transition Years will never work, those secondary teachers won't work with those elementary teachers". While the inherent content of this statement is negative, it reveals two important messages. First, it indicated the importance of all staff, custodial, secretarial, teaching, and administration, as integral parts of a school's culture. Second, it illustrated the transmission of one group's feelings about another through a third party. By exposing these feelings individuals can begin addressing the problem and developing the necessary means to eliminate it. Informal communication channels form an integral part of any organization's culture.

Communication Between the Pilot Sites

Ongoing communication between staff of the various pilot sites was difficult to maintain, largely because of physical distance separating the sites and the lack of formal relationships. The Co-ordinator assigned to the Transition Years, as well an Administrative Assistant from the Program Department, were responsible for the co-ordination and dissemination of information to the sites as well as keeping the sites informed about each other's projects. The Administrative Assistant was responsible for compiling a set of reading materials about the Transition Years, which was distributed to each of the sites. Sites kept abreast of the happenings at other sites through the Program Department's Transition Years newsletter. Special planned events, (e.g., conferences and workshops) also aided in allowing staff from different sites to interact and communicate what was happening in their own site (See *Chapter Five* for a discussion of conferences and workshops attended.)

Communication Between Pilot Sites and District Administrators

The pilot sites and individuals at the board kept one another aware of happenings at each level through many phone calls and meetings, both formal and informal.

Individuals at each of the pilot sites took the liberty of contacting Rollit Goldring, Valerie Hewitt, Keith Hubbard, and/or Lorna Earl, either formally in the form of a letter or informally by a quick phone call concerning information and research resources.

Communication With Parents

All of the sites indicated that very little communication took place with parents in Year One. The sites expressed uncertainty about what to communicate, since planning teams were still working through project details. The schools in each site made initial contact with the parents through the use of school newsletters; however, this contact was not extensive, except to let parents know that the school was involved in the Transition Years project.

Since Campbell/Kelsey was beginning their Transition Years pilot with students in the fall of '91, their communication with the community was more extensive. Campbell/Kelsey held a parents night which specifically focused on the Transition Years. Staff from the elementary and secondary school attended, as well as the Superintendent of Program. The turnout was not as large as expected due to the eruption of war in the Persian Gulf that evening. However, educators in the pilot sites indicated that the amount of communication between the schools and their communities would increase, as each of the sites continued to further their involvement in the Transition Years Project.

All of the sites acknowledged that the feedback they received from teachers and parents with regard to the Transition Years project ranged from positive to negative. The parents who place a great deal of emphasis on academics worried that destreaming would jeopardize their child's academic career. Other parents indicated that destreaming grade 9 classes would be a positive experience, since students would no longer have to make quick decisions about their academic futures.

Many staff members made the same comments as the parents. The sites acknowledged that staff was showing an increasing awareness and interest in the Transition Years.

Facilitating the Processes of Collaboration and Communication

To foster the growth of collaborative relationships, interviewees indicated a need for 'personal socialization'. While all sites acknowledged that conferences aided in the facilitation of communication and collaboration, particular mention was made of the overnight retreats. Individuals felt that time away from the school setting allowed for the development of meaningful professional relationships. Outside of the school context, classroom demands, subject specialties, and interruptions, teachers were able to find common ground on both a personal and professional level. A few sites indicated that familiarity with personnel from previously established relationships also contributed to the facilitation of collaborative efforts because there was an ease in dealing with familiar faces. The continuance of interschool visitations within a site was identified as an important facilitator. They expressed an interest in subsequent years in having interschool visitations amongst the sites, in order for teachers to get a first hand look at what is taking place across the Scarborough sites, as well as establishing new collegial relationships.

The continued need for workshops and conferences was reiterated by all four sites. It was seen as especially beneficial for sites to be able to express their opinions and concerns at these workshops. The administration in each of the sites recognized that communication could not be effective if it is approached only in a top-down fashion, instead the most effective communication was fostered when horizontal channels of communication were established and a bottom-up approach was used in conjunction with a top-down approach. Lateral collaboration and communication helped to foster a sense of trust amongst teachers, and administration. This was not an overnight process and can only be expected to grow with continued communication and collaboration amongst all those involved.

The major hindrance expressed with regard to collaborative efforts, was a lack of communication. Therefore, it is necessary that communication channels remain open and responsive to individual's concerns and questions. We already saw that an established communication network was in place within the sites as well as across the sites. However, this does not mean the exploration for further avenues should be abandoned, but rather should be continued in an aggressive manner. The list of vehicles for developing further avenues for collaboration is inexhaustible.

While this chapter has explored the importance of establishing collaborative efforts and the means necessary to do so, it has not addressed the issue of **who** provides direction and leadership necessary for fostering collaborative relationships. The next chapter addresses this issue in depth.

CHAPTER FOUR

LEADERSHIP

LEADERSHIP

One day-lying alone in the lawn on my back
with only the drone of a distant train
on some far off track,
I saw before my eyes, 5,000 feet high or more,
a sight - which to this day, I must say,
I've seen nothing like before.

The head goose-the leader of the V-
suddenly veered out, leaving a vacancy
which was promptly filled by the bird behind.
The former leader then flew alongside,
the formation continued growing wide-
and he found a place at the back of the line.

They never missed a beat.

(Stromberg, 1982)

A leader's role is characterized by a range of diverse responsibilities from creating a vision for the organization, to more routine tasks of daily management. The rapid pace of change, and the ever expanding influx of information have resounding implications for leaders in the 21st century. Human beings limited capacity to process information, referred to as "bounded rationality" (Simon, 1957), along with the diverse demands of running an organization, will force leaders to establish support networks to help with the processing of information and completing daily management tasks.

The underlying concepts of the Transition Years pilots involve many complex changes, which require the leadership of many, if the changes are to be successful. Involving the leadership of many requires a restructuring of the traditional 'hierarchical power' structures (Leithwood, 1991; Sarason, 1991). Unlike the more traditional top-down leadership style, site-based school management allows school personnel to choose and prioritize initiatives according to their local context. "Increasingly schools are encouraged and expected to take responsibility for setting and implementing their future directions"

(Watson, Crawford, and Stoll, 1991, p.1). This strategy relies on a 'transformational leadership style' which is,..."Built on the enhancement of individual and collective problem solving capacities of organizational members; such capacities are exercised in the identification of goals to be achieved and practices to be used in their achievement" (Leithwood, 1991, p.167). During the system level interview Rollit Goldring, Program Superintendent, commented on the move the Scarborough Board has been making towards altering existing power structures. While he acknowledged that the Transition Years Project was initially a Ministry directive, the Scarborough Board has been exercising site-based school management strategies in the development and implementation of this project. Articles produced by Scarborough educators illustrate the shift in Scarborough away from a "top-down" approach to 'a system partners approach' (Earl and West, 1991; Lipman, 1991).

Educational leadership occurs at three levels: the board level, the school level, and the classroom level. The remaining portion of this chapter examines the leadership roles played by district administrators, principals, and teachers, in the Scarborough pilot sites.

The District Administrators' Leadership Role

During the system level interview Program Department personnel stated the importance of empowering individuals in the pilot sites to shape the direction of their projects. It was acknowledged by all interviewees that the Transition Years innovations would not be successful if the pilot sites merely carried out the directives set down by the board. However, this did not mean that the individual sites operated within a vacuum void of system level input. Fullan states,..."district administrator[s] [are] the single most important individual[s] for setting the expectations and tone of the pattern of change within the local district" (1991, p.191).

Scarborough Board personnel played an important role in establishing and supporting the basic philosophic principles underlying the concept of the Transition Years initiatives. The three philosophic principles the Program Department was supporting were:

- **adoption of a theoretical based model of planned education change,**
- **site-based management for the projects, and**
- **a commitment to fostering collaborative work cultures.**

Program Department personnel involved in the projects included: the Superintendent of Program, the Research Director, the Co-ordinator of the Transition Years Project, and an Administrative Assistant from the Program Department.

The degree to which the Program Department supported and embraced the above principles cannot be stressed enough, since it was a crucial component in determining the degree of acceptance for the Transition Years initiatives. During the focused interviews with the sites, interviewees stressed the symbolic importance played by the Program Department personnel in demonstrating commitment to the project. Interviewees, stated that individuals in the schools needed Program Department personnel to actively support concepts related to the Transition Years, rather than merely paying 'lip service' to them. Interviewees stressed the importance of Program Department personnel modelling the concepts they preached about in their own domain, which in turn, helped individuals in schools to do likewise.

During the system level interview, the Superintendent of Program stated that this was the first time Scarborough used a theoretical model of planned educational change in response to a major policy shift. According to the system level interviewees, in order for change to be meaningful, it must be conducted within a model that recognizes that change is a process not an event and that it takes time for people to develop tolerance, patience, and understanding in dealing with the ambiguity surrounding the change process, as well as dealing on a more personal level with individuals' concerns.

The Superintendent of Program also stated that once the sites were brought on board, they were not constrained by central office, and had the freedom to define their own futures. He made a conscious effort to empower individuals within the sites to become involved in decision making processes. The onus was placed on individuals in each site to determine and communicate their needs to the Program Department, who would do their best to meet the site's needs.

Prior to the Transition Years initiatives, the Superintendent of Program was already committed to the principle of developing collaborative work cultures. It was his intention to foster working relationships between grades 7, 8, and 9 teachers to ensure consistency and continuity in the curriculum.

In addition to supporting the philosophic principles related to the Transition Years Project, the Program Department played an important role in maintaining pressure and support. Pressure and support is a proactive measure allowing individuals in the schools to see that the board takes the innovation seriously (Huberman and Miles, 1984). This requires a precarious balance between premature closure and sustained momentum.

Reiterated in every site interview was the importance of the board's ability to provide support to the sites to accomplish their initiatives. Interviewees at the site level claimed that the support most needed from the Program Department during the developmental phase was:

- **Money**
- **Time**
- **Research and Information Surrounding the Concepts Involved in the Transition Years**
- **Demonstrated Commitment to the Project**

Finally,..."The effective district administrator is one who constantly works at communication, not because he or she thinks that people are resistant or dense, but because he or she realizes that difficulties of communication are natural and inevitable...The district administrator more than any other individual in the district sets the pace and tone

concerning the climate of communication" (Fullan, 1991, p.199).

There were a variety of communication networks in Scarborough to co-ordinate and disseminate information to the sites. The Transition Years Co-ordinator, the Administrative Assistant, and the Research Director, played important roles in disseminating information through formal and informal communication channels. Formal communication channels included the CITY Committee and the Liaison Committee. Discussed earlier in *Chapter One*, the CITY Committee was comprised of representatives from across Scarborough and was chaired by the Superintendent of Program. The Liaison Committee was chaired by Keith Hubbard, Co-ordinator of the Transition Years Project. Representatives from the sites brought their requests to the Liaison Committee, who in turn co-ordinated future staff development sessions.

Informal communication channels existed between the sites and Valerie Hewlitt-Administrative Assistant, Lorna Earl-Research Director, Keith Hubbard-History Co-ordinator, and staff in the A. B. Patterson Professional Library. All these individuals were responsible for compiling and disseminating information to the sites upon request. Sites, usually through their principals, also informally contacted the Superintendent to discuss concerns or clear up any questions they may had.

Principal's Leadership Role

Recent studies indicate that the process of school improvement involves many individuals (Fullan and Hargreaves, 1991; Louis and Miles, 1990; Fullan, 1991). Fullan and Hargreaves point out that ..."Collaboration should mean creating the vision together, not complying with the principal's own,..."The articulation of different voices may create initial conflict, but this should be confronted and worked through. It is part of the collaborative process" (p.93). No longer is the principal the pinnacle of change but rather a 'leader among leaders'. Since the Transition Years Project was an exercise in planned educational change, it was necessary for the principal to understand the variety of individual responses to change and the concept that individuals experienced various stages of concern along the way. Interpersonal skills are critical to the principal's role as mentor, facilitator, instructional leader, and daily manager.

The principals in Scarborough sites acknowledged the complex demands associated with planned educational change and the number of roles that they as principals played. Each principal made decisions regarding his or her role in the planning and development stage of the project. However, the leadership style in each site was different, based on the philosophic approach of each principal and the cultural and contextual variables in each site.

Initially principals involved at the Leacock/Buchan site remained behind the scenes and delegated project responsibilities to their vice principals. However both principals kept in constant contact with each other, as well as their respective staffs, about the initiatives taking place. Once the Summer Think Tank Team had produced their report, they felt their job was completed and what occurred thereafter was up to the administration of the two schools. Progress was slow, as the administrators worked to obtain staff commitment and increased participation. At this point in time, the secondary school principal suggested that an external facilitator help assist with co-ordinating the efforts of the Summer Think Tank Team and help devise an action plan for implementing the Team's recommendations.

The Bendale/Thomson/Gordon principals decided to share the responsibilities for attending liaison meetings and rotated duties involving committee meetings and disseminating information. Once the project was initiated they left 'hands-on' problem solving to the Summer Think Tank Team. It was the team's responsibility to wrestle with issues of heterogeneous groupings, and a campus concept.

Pearson/Hilliard was the only site to experience a change in leadership in the first year of the project. Pearson's former principal initiated the formation of a Transition Years Team. Pearson's new principal, along with the two vice-principals, took an active role in shaping the site's direction and invited their elementary counterpart to do the same. Together they involved all chairpersons, and some teachers from the elementary school and, all department heads from the secondary school.

Campbell's principal supported the Transition Years Project, which was

initiated by the two vice-principals, who worked collaboratively with the principal at Kelsey. Although the principal delegated the daily workings of the project to his vice-principals, he played a vital role by publicly endorsing the concepts surrounding the Transition Years. Interviewees from Campbell/Kelsey also commented on their principals' use of informal channels of communication, (e.g., 'one-on-one' chats) which were helpful to individuals in dealing with the change process.

Staff in all sites had a clear perception of the role their principals played in the Transition Years Project. Interviewees stated how important it was for the principal to consistently endorse the Transition Years Project and the philosophy related to it. Although resources of time and money are controlled by central office, principals were involved in requisitioning and allocating these resources. Staff perceived the principals' support in a variety of ways, for example: reporting at staff meetings, actively supporting the change, publicly endorsing the concept of the Transition Years, actively encouraging all staff to become involved, and helping to provide valuable resources, such as time through classroom coverage and timetable adaptations.

Teachers' Leadership Roles

"Educational change depends on what teachers do and think - it's as simple and as complex as that." (Fullan 1991, p.117). Since the ultimate responsibility for implementation of an innovation rests with the teachers, it is important that they are involved in the decision making process and play a leadership role. Consequently, teachers play an important role in providing leadership in a major change like Transition Years restructuring. Leadership in educational change depends on a shared common vision and direction. Fullan and Hargreaves state..."In the fully functioning collaborative school, many (indeed all) teachers are leaders" (1991, p.51). Collaborative leadership involves establishing a common vision for the school community, participative goal setting, decision making, and finding solutions to complex problems. The literature illustrates that strong leadership is an important variable in fostering collaborative cultures, as well as initiating school improvement projects (Hargreaves, 1989).

While interviewees underlined the importance of the role played by the principal in actively supporting the Transition Years Project, teacher teams were also empowered to chart the course of the site projects. In Year One, teachers in Scarborough played an important role in providing direction for the project and coaching their colleagues. This was evident in early initiatives such as the Summer (1990) Think Tank Teams, which were largely comprised of teachers. During the Leacock/Buchan and Bendale/Thomson/Gordon site-interviews it was clearly stated that Summer Think Tank Teams allowed teachers from different schools and grade levels an opportunity to discuss issues and concepts related to Transition Years. The Bendale/Thomson/Gordon site also acknowledged that teacher leadership was illustrated through the clarification and articulation of the mentoring program to be implemented at each school.

Because of the change in leadership at the Pearson/Hilliard site there was no Summer Think Tank Team. However, all heads and chairpersons were involved in setting early direction for the project and participated in a residential retreat.

The Campbell/Kelsey site acknowledged that impending implementation in the fall of 1991 meant the diversification of committees and responsibilities. Campbell/Kelsey formed two committees: The Steering Committee, and the Implementation Committee, the actual project teaching team. The Steering Committee's responsibility rested with developing a model to carry out Year One action plans. A number of smaller subcommittees were formed to explore various issues related to the Transition Years.

All sites have begun teacher led curriculum writing teams to conceptualize and develop curriculum. These efforts will be documented in Year Two of the Transition Years Report. Transformational leadership models, which honour the expertise of individuals at all levels, have increased the demand for staff development related to the change process in general, and the Transition Years in particular. As the Transition Years Project progresses it is natural that it will require the involvement of many more teachers. The following chapter explores the concept of staff development in relation to the Transition Years.

CHAPTER FIVE

STAFF DEVELOPMENT

STAFF DEVELOPMENT

> ***The bottom line is one of change, development, and improvement. Staff and professional development is change - in learning materials, in skills and practices, in thinking, and understandings. There is no single strategy that can contribute more to meaning and improvement than ongoing professional development.***
>
> ***(Fullan, 1991, p.318).***

School improvement and staff development are inextricably linked. Staff development which is meaningful to individuals, and relevant to their school context, is a critical component of effective school improvement. Historically staff development is something 'done' to teachers (Fullan and Hargreaves, 1991). This is far different from teachers planning and co-ordinating staff development activities which are pertinent to their local setting. According to Peter Lipman, "Staff development has historically been considered to be attendance at a 'one-shot' workshop to hear a speaker talk about a certain idea or trend" (Lipman, 1991). However, this method of 'staff development' is incapable of responding to the new era of ongoing continuous school improvement.

Research regarding planned educational change and effective schools suggests a new definition for staff development (Fullan and Hargreaves, 1991, Sarason, 1991). New forms of staff development are characterized by 'interactive professionalism' which is built on the following principles: discretionary judgment, collaborative work cultures, reflection, the norms of continuous improvement, and a greater mastery, efficacy and satisfaction in the profession of teaching (Fullan and Hargreaves, 1991, p.63). Interactive professionalism means the radical alteration of the way schools and their personnel operate, and a subsequent restructuring of the organization. The system level plays a formidable role in facilitating the development of interactive professionalism, ultimately leading to school improvement (Fullan, 1991, p.316).

According to Barth (1989), interactive professionalism is analogous to the philosophic principle of school-based management, which also depends on the empowerment of teachers. Individuals need to take an active role in shaping their learning,..."This is where leadership and staff development intersect. The moment of greatest learning for any of us [occurs] when we are responsible for a problem that we care desperately to resolve" (Barth, 1989, p.139). Individuals within schools have to carefully define their needs, in terms of areas for further growth, and then articulate these needs in a meaningful fashion. For Program Department personnel to respond appropriately to school's needs in terms of staff development, they must be kept abreast of the happenings at each site; in order to provide resources and facilitate the co-ordination and organization of staff development.

To facilitate the process of planning meaningful cross-site workshops, a Liaison Committee was formed. The Liaison Committee was comprised of representatives from each Transition Years school and is chaired by Keith Hubbard, the Project Co-ordinator. The purpose of the Committee was to facilitate communication between the sites and Program Department personnel, and to co-ordinate staff development based on site's specific needs. Over the course of time, Valerie Hewlitt, an Administrative Assistant in the Program Department, and Lorna Earl, Research Director have been invited to participate on this Committee. During the spring of 1990, while individual sites were forming Transition Years Teams, the Liaison Committee began meeting to plan staff development on topics likely to be of interest during the first year of the Project.

The Liaison Committee decided on three major staff development sessions to be conducted over the course of Year One. These sessions were co-ordinated by Keith Hubbard. The first one was a presentation format for both the morning and afternoon session. The other two had morning sessions focused on presentations by keynote speakers and the afternoons were devoted to Transition Years Teams reflecting on the concepts presented in the morning discussion and deriving implications for their particular site. Interviewees stressed the effectiveness of this format since it: provided invaluable time for teams to reflect on their projects; helped to clarify the concepts presented during the morning session; provided common blocks of time for elementary and secondary personnel that were otherwise virtually impossible to timetable; and, allowed individuals the opportunity to

discuss and make plans regarding their projects.

The first session in October, 1990, was a presentation on Rights of Passage (1990) by Lorna Earl. This presentation stressed the needs of the adolescent learner, addressed programming to meet these needs, and included a review of the literature surrounding these issues. The second session in late November, featured Ron Young and Rick Rogers presenting, "Smack Dab in the Middle". The presentation emphasized 'hands-on' classroom strategies for the Transition Years pilots. The final Year One session in February, was presented by Andy Hargreaves, who challenged teachers to think about curriculum models and the concepts of core and integration. It was followed by John Bebbington, Teacher Centrally Assigned, describing a holistic approach to integrated curriculum development through the vehicle of storytelling.

In addition to joint staff development sessions, Program Department personnel provided the pilot sites with a number of informational resources surrounding the Transition Years. Valerie Hewlitt collected information, articles, books, and journals, and has compiled these into a box, which has been subsequently referred to as 'Val's Box'. These were distributed by Keith and Valerie to all four sites, with a short explanation of the materials and why they might be useful either before the 'think tanks' or, in the case of Pearson/Hilliard, early in September.

If information was required on a specific topic, teachers at the sites were able to directly contact Valerie Hewlitt, or Keith Hubbard, who would in turn send out the information. Teachers were also able to contact Keith Hubbard directly, and invite him to their sites to observe and/or partake in discussions surrounding new initiatives. This required constant communication between the sites and Program Department personnel. Individuals in the sites were not constrained by 'traditional' hierarchical channels of communication, (e.g., communicating needs to the principal, who in turn communicates those needs to Program Department personnel); rather, teachers had an open and direct communication channel to any member of the Program Department. However, contact tended to be made by individuals from the sites who were already familiar with Program Department personnel.

To augment Scarborough staff development initiatives, individuals at each pilot site had the opportunity to attend provincial conferences sponsored by Ontario Centre for Leadership in Educational Administration, (OCLEA). This allowed individuals from different sites the opportunity to make connections with teachers from other boards of education and to follow up on those connections at the subsequent meetings. While OCLEA conferences were available to teachers across the city, applications from pilot site personnel were given preferred funding by the Program Department.

Each Transition Years Planning Team was responsible for shaping its own 'site-based staff development'. In some sites this meant visits to other Transition Years sites at John Fraser, a secondary school in the Peel Board, and Rosedale Heights, a secondary school in the Toronto Board. Visitations provided individuals with Transition Years models, which allowed them to reflect on their local contexts. The planning team at Pearson/Hilliard chose to take two days away from the school site to review the progress of their project. This uninterrupted time away from the school afforded teachers from both schools an opportunity to forge relationships beyond classroom and subject parameters.

Fullan (1991) indicates that one reason professional development fails is because,... "in-service programs rarely address individual's needs and concerns" (p.316). Scarborough board personnel were very conscious of this fact and allowed and openly encouraged individuals to express concerns. Individual sites were given time to conceptualize their projects, reflect on their projects, and sort through the ambiguity associated with the change process.

Background to the Concerns Based Adoption Model Questionnaire

To have a more comprehensive understanding of the concerns experienced by individuals and to help the Liasion Committee provide appropriate staff development, the Evaluation Subcommittee decided to administer the Stages of Concern (SoC) questionnaire. Developed in Texas, the questionnaire has proven useful in facilitating the planning and co-ordination of staff development activities, based on individual levels of concern, in order to help facilitate the change process. The questionnaire identifies seven stages of concern (Figure 1). Individual's concerns tend to move on a continuum from early unrelated to self, to task, and finally to impact concerns.

FIGURE 1

STAGES OF CONCERN ABOUT THE INNOVATION[2]

0 AWARENESS: Little concern about or involvement with the innovation is indicated.

1 INFORMATION: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about herself/himself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

2 PERSONAL: Individual is uncertain about the demands of the innovation, her/his inadequacy to meet those demands, and her/his role with the innovation. This includes analysis of her/his role in relation to the reward structure of the organization, decision making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

3 MANAGEMENT: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

4 CONSEQUENCE: Attention focuses on impact of the innovation on students in her/his immediate sphere of influence. The focus is on relevance of the innovation for students, to increase student outcomes, including performance and competencies, and changes needed to increase student outcomes.

5 COLLABORATION: The focus is on co-ordination and co-operation with others regarding use of the innovation.

6 REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation

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[2]Hall, Gene E. et al. Measuring Stages of Concern about the Innovation: A Manual for the Use of the SoC Questionnaire, 1977.

The CBAM scoring guide offers the use of a "stages of concern raw score-percentile conversion chart". The authors claim,..."Experience has shown that the percentiles in this table, based on the responses of 646 individuals, carefully selected from a stratified sample of elementary schools and higher education institutions with a range of experience with the innovation of teaming or modules, who completed the questionnaire in the spring of 1975, are representative of other innovations" (Hall et al., 1977, p.26).

To check the reliability and validity of the conversion chart provided in the CBAM scoring guide, with regard to Scarborough's context, raw scores were calculated for each stage of concern, and then converted into the corresponding percentiles, from a sample selection of Scarborough questionnaires. The percentiles obtained from the Scarborough data provided a very close match to the stages of concern raw score percentile conversion chart.

Consequently, it was reasonable to use the conversion chart provided by the CBAM model. This is important because it serves as a frame of reference in examining scores over a period of time, and the CBAM questionnaire will be distributed to Scarborough teachers involved in the pilot sites over the next few years.

Interpretation of the SoC Scoring

To determine the appropriate level of staff development, it is necessary to generate a Stages of Concern (SoC) profile for each of the sites. Profiles are produced based on individuals' responses to the 35 item questionnaire. The raw scores obtained from the questionnaire were converted into percentile scores and then plotted on a graph, allowing for easier interpretation of individuals' stages of concern.

SoC profiles are interpreted by identifying 'peak' scores which indicate the most intense level of concern an individual is experiencing. Peak scores are interpreted directly from the SoC definitions presented in Figure 1. For example, if the peak score occurs at stage 1 then the individual or group of individuals is interested in gathering information to learn more about the innovation. In order to have a more comprehensive understanding of the concerns an individual or group of individuals is experiencing, the peak score is identified

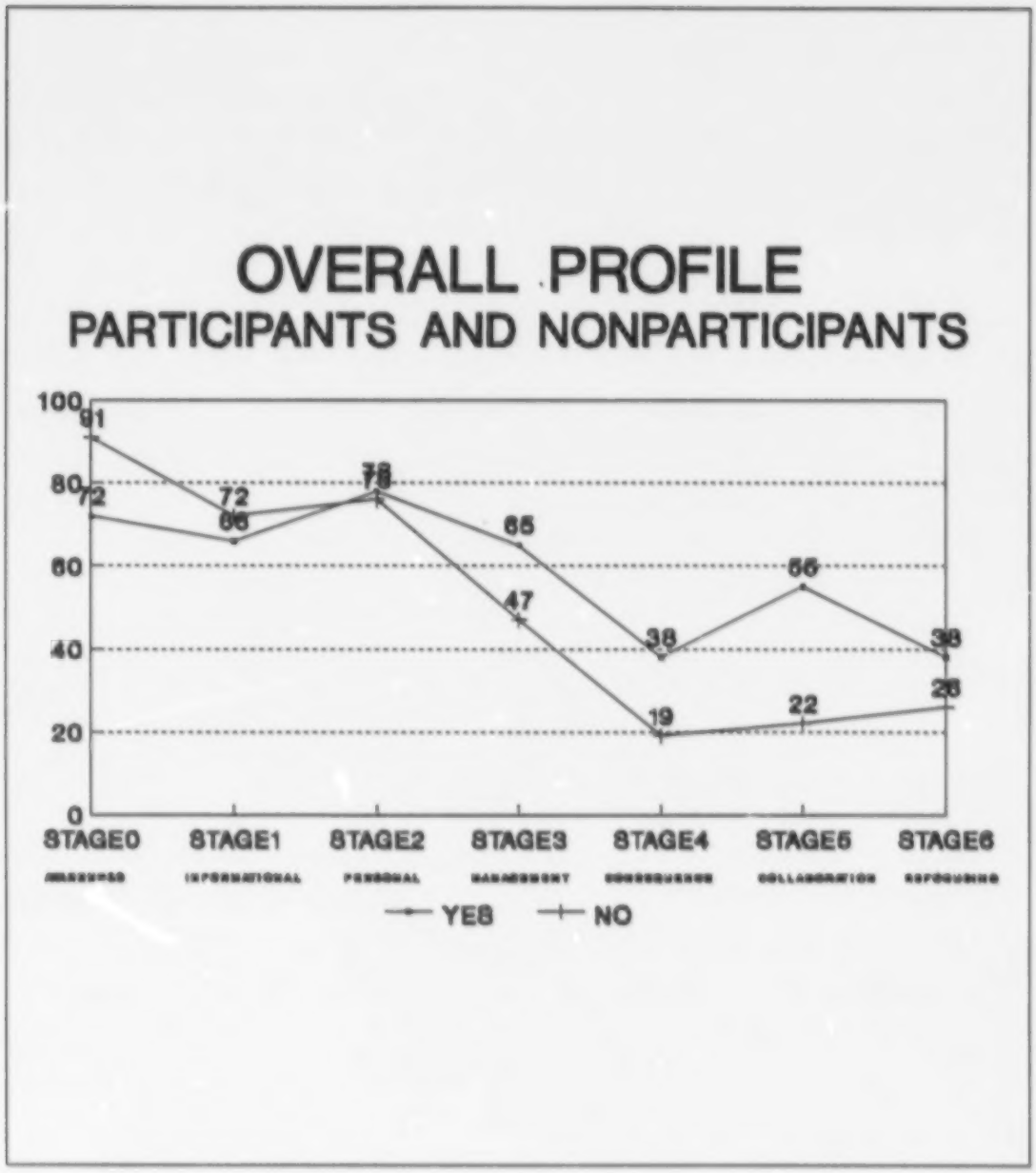
in conjunction with the second highest peak score. Usually the second peak score will be situated beside the peak score (e.g., if the peak score occurs at stage 3, then the second peak stage score will occur at stage 2 or stage 4) since concerns are developmental in nature. Once again the peak scores are interpreted directly from the SoC definitions presented in Figure 1. For example if an individual scores highest on stage 5 and second highest on stage 4, then the individual is intensely concerned about working with others (his/her colleagues) in relation to the innovation. The second highest stage 4 concerns indicate that the respondent is also concerned about the consequences and effects on his or her students. In order to provide a holistic picture of the concerns individuals are experiencing it is necessary to examine peak scores in light of the overall stage scores.

While interpretation is relatively straightforward, stage 0 (awareness) scores are slightly more difficult to interpret since a peak stage 0 score means something entirely different based on whether or not the individual or group of individuals is a participant or a non-participant in the innovation. For instance, a high stage 0 score for a **user** means a lack of concern about the innovation, whereas a high stage 0 score for a **non-user** of the innovation represents an individual who is aware of the innovation and concerned about it. Usually nonusers who score high on stage 0, will also score high on stages 1 and 2; whereas a user who scores a high stage 0 will score low on stages 1 and 2. Therefore, additional information is necessary to determine whether the individual is a user or a nonuser. For the purposes of this report individual responses received from each of the schools involved in the Transition Years project, were grouped according to pilot project sites. Site profiles were generated for participants and non-participants (Figure 2). These two distinct populations have been identified based on respondents' answers to question number nine in the demographic questionnaire, which states..."At present I am involved in the Transition Years".

To detect if there was a significant difference between the responses of the participants versus the non-participants a statistical procedure known as an ANOVA was conducted. Significant differences between the participants and the nonparticipants occurred at each stage, except for stage 2, which measures an individual's or group of individuals concerns about self. The following section examines the profiles of both the nonparticipants

and the participants in the Transition Years pilot projects.

FIGURE 2


OVERALL PROFILE
PARTICIPANTS AND NONPARTICIPANTS
100
80
60
40
20
0
91
72
72
66
78
65
47
38
19
55
22
38
26
STAGE0
STAGE1
STAGE2
STAGE3
STAGE4
STAGE5
STAGE6
YES
NO

Interpreting the Non-Participants' Profile

The highest peak score for non-participants occurred at stage 0, indicating a great deal of awareness and concern about the innovation. The second highest peak score occured at stage 2, indicating individual's concern about how the Transition Years will affect them. While uneasiness about the innovation is being expressed, it does not necessarily mean resistance to the innovation. Resistance to the innovation is determined by examining the stage 2 score in relation to the stage 1 score. If there is resistance a 'negative one/two split' occurs. This means that personal concerns are overriding individuals' concerns to learn more about the innovation (stage 1 score). According to Hall et al. (1977),..."The individual is much more concerned about her/his personal position and well-being in relation to the change than she/he is interested in learning more of a substantive nature about the innovation. Experience has shown that, even when general, non-threatening attempts are made to discuss the innovation with a person with this profile, the high stage 2 concerns are intensified and the stage 1 concerns are reduced" (p.36).

In addition to examining the relative positions of stage 1 and stage 2, it is also important to examine the stage 6 score in relation to the other scores of the non-user profile. If the stage 6 score tails up by more than seven to 10 percentile points then this issues a clear warning that individuals have other ideas that they see as having more merit than the proposes innovation. In this case stage 6 indicated 'tailing up' of four percentile points. This indicated the potential for resistance by non-participants. With regard to stages 3 through 5, individuals do not have intense management concerns, are not yet concerned with the effects the innovation will have on students, and they are not concerned with the co-ordination and students' co-operation with others regarding the use of the innovation.

Interpreting the Participants' Profile

The highest peak score for the participants occurred at stage 2 and the second highest score occurred at stage 0, indicating that individuals were still grappling with 'self' concerns about the innovation. This is not surprising since the Transition Years represents a 'bundle' of innovations, and individuals involved were experiencing a variety of concerns

surrounding a number of issues. While individuals may have started to use certain aspects of the innovation (e.g., development of collaborative work cultures, development of mentoring models, etc.), they are relatively inexperienced in doing so and there was still a lot of uncertainty about what they were doing.

Careful examination of the graph illustrates an increasing shift towards stage 3 concerns about management, time, and logistical aspects of the innovation. This is not surprising since the pilot project sites were making preparations to develop and begin writing curricula during the summer of 1991, with some sites piloting the curricula in the fall of '91. Therefore, administration and teachers' concerns centred around finding time to accomplish their initiatives. Concerns surrounding the effects the innovation will have on students, collaboration, and refocusing were not high priority at that point in time.

The concerns of individuals in the pilot project sites suggest implications for planning meaningful staff development sessions in Year 2. Planning staff development sessions which are not appropriate to the individual's particular stage of concern, may actually intensify personal concerns, since the individual experiences increased expectations. Individuals in the pilot project sites were experiencing concerns around 'self' at the end of Year One. Staff development sessions beginning in Year Two of the projects, could aim at minimizing 'personal' concerns about Transition Years, remembering that,..."Movement through the stages of concern cannot be forced, but, with appropriate support and assistance, it can be aided" (Hord et al., 1987, p.43).

According to the participant's profile, concerns were beginning to increase around Stage 3 management concerns. Therefore Year Two staff development may focus on management concerns for individuals involved in the pilot projects. Figure 3 provides a list of examples and interventions which would aid in facilitating the change process within the pilot project sites.

As the project continues to evolve the SoC profiles will shift. Effective staff development in this project will continue to address individual concerns realizing that change is a highly personal experience entailing developmental growth in feelings and skills.

Understanding individuals' concerns provided pilot project sites with a foundation from which to develop planning. The following chapter examines the site plans developed at each site.

FIGURE 3

Concerns and the Facilitation of Change

Stage 0 - Awareness Concerns

a. If possible, involve teachers in discussions and decisions about the innovation and its implementation.

b. Share enough information to arouse interest, but not so much that it overwhelms.

c. Acknowledge that a lack of awareness is expected and reasonable, and that no questions about the innovation are foolish.

d. Encourage unaware persons to talk with colleagues who know about the innovation.

e. Take steps to minimize gossip and inaccurate sharing of information about the innovation.

Stage 1 - Informational Concerns

a. Provide clear and accurate information about the innovation.

b. Use a variety of ways to share information - verbally, in writing, and through any available media. Communicate with individuals and with small and large groups.

c. Have persons who have used the innovation in other settings visit with your teachers. Visits to user schools could also be arranged.

d. Help teachers see how the innovation relates to their current practices, both in regard to similarities and differences.

e. Be enthusiastic and enhance the visibility of others who are excited.

Stage 2 - Personal Concerns

a. Legitimize the existence and expression of personal concerns. Knowing these concerns are common and that others have them can be comforting.

b. Use personal notes and conversations to provide encouragement and reinforce personal adequacy.

c. Connect these teachers with others whose personal concerns have diminished and who will be supportive.

d. Show how the innovation can be implemented sequentially rather than in one big leap. It is important to establish expectations that are attainable.

e. Do not push innovation use, but encourage and support it while maintaining expectations.

FIGURE 3 - (Cont'd)

Concerns and the Facilitation of Change[3]

Stage 3 - Management Concerns

a. Clarify the steps and components of the innovation. Information from innovation configurations will be helpful here.

b. Provide answers that address the small specific 'how-to' issues that are so often the cause of managment concerns.

c. Demonstrate exact and practical solutions to the logistical problems that contribute to these concerns.

d. Help teachers sequence specific activities and set timelines for their accomplishments.

e. Attend to the immediate demands of the innovation, not what will be or could be in the future.

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[3]*Hord, S. M. et al. Taking Charge of Change, 1987.*

CHAPTER SIX

SITE PLANNING

THE TRANSITION YEARS PLAN FOR THE SCARBOROUGH SITES

This section of the report describes individual site plans as they evolved in Year One. It must be remembered that this information was gathered at the time of the spring focused interviews and that site plans are continuing to change and evolve as sites become more involved in the project. This chapter discusses the plans developed at each site up until the time of the focused interviews conducted in April, 1991.

The Leacock/Buchan Transition Years Plan

Leacock/Buchan staff indicated that they were working within the timeframe outlined by the Ministry of Education, with 1990-1991 serving as a planning year, and 1991-1992 serving as the year of implementation. Although it was still too early to determine which students would be involved, they indicated that a core curriculum was scheduled for implementation in the fall of 1992. The plan for the summer of 1991 had teachers from both the elementary and secondary school involved in writing curriculum, reviewing planning materials, and developing an implementation program for 1991. To facilitate vertical collaboration teachers were provided with release time during June of 1991.

In order for the Leacock/Buchan plan to be actualized, staff members emphasized the need for the following resources:

- **Increased Involvement of Individuals**
- **Time**

They voiced a necessity to involve more teachers to gain further insights, generate a wider range of ideas, and to share the heavy workload. One individual commented that as the project progressed, expectations would increase and so would the workload. This directly eroded the second resource - TIME, which impeded staff's ability to devote themselves to the project and develop curriculum.

How the plan was generated...

The Leacock/Buchan Summer Writing Team decided to focus early efforts on an examination of their local context, specifically on the needs of both students and staff. To this end they collaborated with the board's Research Centre to design surveys for both staff and students. Initial thinking was to present survey findings along with the Transition Years initiative to the collective staff members of both schools. This initiative required much more time than had been originally scheduled and when the project lost momentum the principal along with members of the planning team decided to consult with an external facilitator, Peter Lipman, Project Director for Curriculum Implementation. Working with the Transition Years team, Peter fostered discussion on project priorities, by dividing them into two categories: curricular and noncurricular. The curricular category emphasized the development of a core curriculum. The noncurricular category emphasized the development of 20 strategies and/or initiatives associated with the Transition Years. These strategies and/or initiatives were then prioritized by the Collaborative Committee. The Collaborative Committee was responsible for enhancing collaborative relationships between the elementary and secondary schools and therefore planned events such as co-operative visitations between elementary and secondary school personnel. Tasks were separated according to those most easily accomplished, (e.g., joint meetings between schools, and interdepartmental meetings). Some of the tasks fell into place with ongoing initiatives between the schools, (e.g., sharing of school newsletters, and a combined art show). During the focused interview, the Leacock/Buchan site acknowledged that the non-curricular tasks were proceeding more rapidly than the curricular tasks.

A number of strategies were developed to accomplish the curricular and non-curricular tasks. A writing team was established to accomplish the curricular tasks. Members of this team established a destreamed French program for grade 9 students, to be implemented in the fall of '91. A curriculum team was working on an integrated English/History program.

The Collaborative Committee was involved in developing non-curricular activities which included: interschool visitations, peer tutoring, Christmas lunch involving teaching and non-teaching staff at both schools, and a spring barbeque involving both staffs.

Bendale/Thomson/Gordon Transition Years Plan

As with the Leacock/Buchan site, Bendale/Thomson/Gordon were also working within the broad timelines set down by the Ministry of Education. Full implementation was planned for the fall of '92, with '91 acting as a planning year in which various initiatives are piloted. At Bendale, the students to be involved in the Transition Years Project depends largely on their option selections.

In order to accomplish the established initiatives, staff outlined the necessity of three valuable resources:

- **Time**
- **Money**
- **Administrative Support**

Time was needed in order to test new ideas and reflect upon what had been done to date. Money was needed to provide coverage for teachers and supply any resources that were needed to facilitate the process. Interviewees stressed that administrative support was required, in the sense that staff needed to see a strong commitment on the part of board officials, as well as trustees, to gain commitment from school staff. The support provided in terms of staff development sessions was commended and the interviewees indicated the necessity for this support to continue from the Program Department.

How the plan was generated...

Team members focused on four broad based initiatives:

- Establishing a core curriculum
- Establishing a mentoring model
- Establishing a campus concept for the three schools
- Developing a timetable model for the two secondary schools

Of the four initiatives, the first two had primacy, while the third and fourth initiatives were seen as desirable outcomes to be accomplished in the long term.

At the time of the focused interview, no core curriculum had been developed. However, in the spring of 1991, composite writing teams of teachers from the three schools were formed to design 'blended' curriculum units. 'Blending' is the integration of two or more subject disciplines to create a more relevant, holistic learning experience. The following curriculum documents were produced:

Charles Gordon Community Patterns - grade 8 English/Geography
Multiculturalism - grade 9 English/Social Science
Geometric Optics - grade 9 Mathematics/Science

These curriculum units were to be piloted in semester two of 1991-92 with the expectation of developing further units as required.

A Mentoring Subcommittee was formed and various mentoring approaches were described and discussed. The general subject matter of mentoring would broadly address such areas as orientation to the new school, study skills and time management, problem solving and critical thinking, social skills and respect for values, and sharing cultural values, to name a few. It was evident that each school would require a mentoring model that would suit the unique needs and organization at that site.

In the summer of 1991, two teachers from Gordon combined with teachers from R.H. King Academy and Albert Campbell C.I. to write a generic guideline entitled Mentoring Students in Scarborough Schools - A Manual.

A Timetabling Subcommittee was also formed with the object of creating a common timetable which could be used by Transition Years' students at Thomson and Bendale. Such a timetable would be an essential first step in establishing the campus concept. A non-semestered timetable and common grade 9 option sheet were successfully developed. Implementation would require Transition students to take four blended core

subjects (math/science and English/social science) from two core teachers, as well as physical education and three electives. All grade 9 courses would have a "W" non-level code. Core subjects would be evaluated on the basis of benchmarks and attendance. Since a minimum of eight months lead time would be required to inform parents of change, and since neither curriculum writing nor mentoring were finalized, it was not possible to adopt the proposed timetable and option sheet in 1991-92.

Pearson/Hilliard Transition Years Plan

Pearson/Hilliard were also working within the guidelines established by the Ministry, in which 1991/92 was the planning year, and the fall of '92 would be the implementation year. Implementation in the fall of '92 would involve all students in grade 9.

Interviewees stressed that the major resource needed was **TIME**. It was important that staff were able to 'dabble' in the change process and have the chance to try out new ideas and reflect upon the changes. It was important that during this time individuals developed tolerance and patience to deal with the process of change.

How the plan was generated...

Pearson/Hilliard decided to follow a specific change model based on the Concerns Based Adoption Model (CBAM) for planned change. This model acknowledges the social side of change and its complexity. The model consists of seven stages that individuals undergo when confronted with change: awareness, collecting information about the innovation, personal concerns, management concerns, consequences of the innovation, collaboration, and refocusing. As part of the awareness stage, Pearson/Hilliard decided to focus on developing a common language of practice between elementary and secondary partners, to share effective teaching strategies, and reflect on the various outcomes of evaluation practices. They also undertook to collect data and determine the components that would best serve Pearson/Hilliard's needs. At the end of Year One, they decided that a qualitative action-oriented approach, where teachers are involved in observing, planning, and 'dabbling' with approaches, was the one which best served Pearson/Hilliard. It was too soon

to discuss the other stages of concern, since the full staff at Pearson/Hilliard was not yet involved in these stages.

To begin eliminating the physical boundaries between departments, work teams were established to develop curriculum for subjects clustered by common themes and/or goals. The first cluster group consisted of business education, technical, and family studies; the second cluster group consisted of visual arts, performing arts, moderns, and E.S.L.; the third cluster group consisted of English, history, and geography; the fourth cluster group consisted of guidance, library, and boys physical education; the fifth cluster group consisted of math, science, and girls physical education. The elementary teachers, in collaboration with the secondary teachers, were required to take an inventory of the courses which they taught to examine areas of overlap, in planning for the development of a core curriculum. During the focused interview, the interviewees indicated that it was necessary to develop the curriculum to give individuals a concrete basis from which to work.

The four other initiatives which were targeted as part of the Transition Years plans were: mentoring, developing a timetable, establishing evaluation techniques, and establishing a parent communication team.

The Campbell/Kelsey Transition Years Plan

The Campbell/Kelsey site was operated on a different schedule than the other three and had partial implementation in September, 1991. September, 1990 to December, 1990, was a period of in-depth team planning to develop a restructured grade 9 model. During this time there was considerable liaison between the two schools. During October, 1990, to June 1990, there was ongoing staff development sessions, teacher intervisitations, and student liaison activities. By January, 1991, a solid framework for the pilot was in place and presented to the parents and students. From January 1991, to August 1991, curriculum was developed, during which a significant amount of release time was necessary, as well as the appropriate funding. In September, 1991, the pilot project would be underway at Campbell for less than half of the students entering grade 9 at Campbell. The students for the project had to live within the area, be promoted to the grade 9 level and the parents had

to give their consent for their children to be part of the project. In the initial stages, E.S.L. students would not be involved in the project.

To plan for this early start, 'Headstart' team members worked in small groups, exploring a variety of materials related to the Transition Years provided by the Program Department. The ideas obtained from the materials were shared, and served as an impetus for group discussion.

Having reviewed the literature, the team agreed to focus on three critical problem areas as the basis for future planning and to brainstorm ideas/alternatives in each of the following three areas: suggestions for meeting social/emotional needs/characteristics, suggestions for programming, and structural/organizational considerations. The above initiatives emerged from Planning Committee members.

To accomplish these initiatives, Campbell/Kelsey outlined the need for three resources:

- **Support from Central Office**
- **Time**
- **Physical Space**

Campbell/Kelsey stated that support was needed from central office, not only in terms of physical support (e.g., supplies and materials), but also in terms of emotional support (e.g., help with problem-solving and a strong commitment towards the project by the Program Department).

Time was an especially important resource for Campbell/Kelsey, since they intended to implement in the fall of '91. Time was necessary to write curriculum. A lot of this time was accounted for on the weekends, after school, P.D. days, and release days. Staff also needed time to attend staff development sessions in the area of collaborative leadership.

It was also made apparent that larger meeting rooms were necessary for cross panel meetings. During the interviews staff mentioned that the classroom furniture was not

CHAPTER SEVEN

REFLECTION
AND
FUTURE DIRECTIONS

REFLECTION AND FUTURE DIRECTIONS

Yet all experience is an arch wherethro'
Gleams that untravell'd world, whose margin fades
for ever and for ever when I move.

How dull it is to pause, to make an end.
To rust unburnish'd, not to shine in use!
As tho' to breathe were life. Life piled on life
Were all too little

Come, my friends,
'Tis not too late to seek a newer world.
Push off, and sitting well in order smite

The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.

that which we are, we are;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.

(Tennyson, 1938)

As educators move into the 21st century, the reality of change has never been more apparent. Michael Fullan states,..."we cannot avoid change, since it pursues us in every way... The answer is not in avoiding change, but turning the tables by facing it head-on...Change is more likely to be an ally than an adversary, if it is confronted." (Fullan, 1991, p.345). Change brings with it a host of challenges and it is these very challenges which cause individuals to grow professionally.

REFLECTION

The Transition Years brings with it a number of concepts, some old and some new. During Year One of the Scarborough pilot projects, the following concepts emerged: School Culture, Collaboration and Communication, Leadership, and Staff Development. These concepts will be recurring themes throughout the duration of the project. Educators will continue to address these issues, reflect upon their implications and take what is known in theory and model it in practice.

Conceptualizing and grasping the enormity of these concepts presents educators with a formidable task. Naturally this task brings with it a number of concerns and constraints, which challenge educators' thinking and encourages them to take risks in developing new means of dealing with broad based issues. While these concerns have far reaching implications, Scarborough educators have worked diligently and collaboratively to overcome the obstacles which arose in the pilot projects. The remaining portion of this chapter will provide a summary of the concerns and constraints experienced during Year One of the Scarborough pilot projects, followed by a discussion of future directions for Year Two of the project.

The major concerns encountered throughout the course of the first year and echoed throughout this report are:

- **Time**
- **Ambiguity surrounding the transition years**
- **Initial staff resistance**
- **Staff turnover**
- **Budget allocation**

Time

Time was a constraint for all of the Transition Years sites, in terms of finding release time for teachers to attend seminars and conferences, finding common time to write core and integrated curricula, and providing time for thoughtful reflection.

The process necessary for effective collaboration between teachers, departments, schools, and the system, require large amounts of time, which do not necessarily manifest as concrete curricula. This can frustrate educators, who traditionally have produced products to meet deadlines.

Ambiguity Surrounding The Transition Years

During the focused interviews, all sites reiterated that, in retrospect, they would have liked to have known more about the change process. They indicated that if they had understood more about planned educational change it would have helped them to better deal with the **ambiguity** encountered during the first year of the project. While ambiguity surrounding the Transition Years presented a challenge to all of the sites, it also served as a vehicle for bringing together the elementary and secondary panels, as well as individuals within the panels, to discuss the innovation.

Pilot project schools worked to reduce ambiguity through the process of collaboration. Involving individuals in discussion at all levels helped to reduce anxiety by allowing them to see that others were experiencing the same feelings. This result corroborates Little's (1990) belief that the most positive effect of teacher collaboration is reducing teacher's uncertainty on the job and increasing teachers' sense of confidence.

Interviewees also mentioned information as a factor which helped to reduce ambiguity. Each site has spent a great deal of time reading and discussing the literature related to the Transition Years. While the literature surrounding the theoretical side of planned educational change is vast, models developed to transform theory into practice, are scarce. This lack of information caused concern, but it also presented Scarborough educators with the unique opportunity to develop innovative models, and explore new ideas.

Staff Resistance

Initial staff resistance was experienced by all sites to varying degrees. Each site discussed a variety of methods used to bolster staff commitment. All sites acknowledged

the important roles board personnel and school administrators play, in endorsing the project. Endorsement of the project may be seen in a variety of ways: financial support, release time, the ability to openly express and share concerns about the project and the concepts related to it, and speaking positively about the changes to come.

Once again, in developing staff commitment, time was a major issue. Individuals required time to 'buy into' the project, they cannot be forced because this will create a false sense of commitment, or what may be referred to as 'contrived' commitment. Commitment is only likely to emerge when individuals are given time to become familiar with the values and principles being espoused, and to reflect upon these as they relate to individual philosophies of education.

'Ownership' also helps to foster staff commitment. Ownership occurs when individuals take responsibility for something they care deeply about. This involves a professional growth experience. In turn ownership may lead to empowerment, based on the expertise of the individual or group of individuals, which may be gained by becoming involved and responsible for a project.

Staff Turnover

The Bendale/Thomson/Gordon site expressed concern over the loss of many key players at the end of Year One. Interviewees speculated about the effects that losing individuals would have on the project (e.g., would the project lose momentum as new school personnel became familiar with the Transition Years Project and related concepts?). The Pearson/Hilliard site acknowledged that a change in leadership caused a delay in project development but by September the Pearson/Hilliard project was underway. The magnitude of concerns and the ramifications surrounding personnel turnover are still unknown but will become more apparent as the project moves into Years Two and Three.

Budget Allocation

Another concern raised by some sites was the inability to determine many needs (e.g., budget, supplies, and in-service) in advance, since they emerged over time. The problem arose when budgets were predetermined and individual schools lacked the discretionary option of reallocating resources, since they were committed to other purposes.

FUTURE DIRECTIONS

It is always easy to identify the concerns and constraints, but it is usually much more difficult to develop solutions. Since the challenges are complex, there is no single answer to the problems. Educators and the community at large are responsible for the current status of the education system, and it is up to all of us to combine our efforts and develop solutions.

A number of issues and concerns have been addressed throughout this report, many of which will recur in Year Two of the project and therefore are worth recapping. As well, a number of new issues and concerns will likely be encountered. The following section sets the stage for future direction in Year Two of the pilot projects.

- Chapter Two identified the differences existing between elementary and secondary school cultures and the factors within and beyond the school walls which contributed to establishing a shared culture. Both elementary and secondary personnel involved in the pilot project sites will continue to discover and create common cultural ground. This process involves the difficult task of establishing collaborative work cultures which requires large bouts of time, a scarce commodity in schools.

- Scarborough is a large and diverse community, and this has many implications for the Transition Years pilot projects. Two pilot project sites identified the difficulties associated with the increasing E.S.L. population and the implications this will have on the Transition Years project. The difficulty occurs when trying to provide the same

curricula to all students, yet at the same time providing specialized training for E.S.L. students. Pilot project sites will continue to grapple with this problem in Year Two of the project.

- Scarborough educators continue to face the difficult task of communicating with the parents and the community at large about the Transition Years. This may pose greater difficulties for secondary schools in the Scarborough pilot projects, which have traditionally had a very academic focus.

- The Transition Years has many implications for the B.T.I.'s, in terms of clients' programs and students. The Bendale/Thomson/Gordon site recognized that eliminating streaming could well destabilize their enrolments. The fate of the B.T.I.'s has yet to be determined and it is probable that this issue will take a great deal of time to resolve.

- In some instances, staff involvement and commitment to the project, have been difficult to foster. This may present even greater difficulties for pilot project sites undergoing key personnel changes in the project. Pilot project sites will continue efforts at encouraging staff involvement and commitment, at the same time monitoring the effects felt by key personnel changes.

- Communication with parents about the Transition Years will become increasingly important on two fronts. The first deals with encouraging parents to 'buy into' the project when most of the collegiates have traditionally offered very academic programs. The second deals with the development of reporting methods to communicate to parents about their children's progress.

- Chapter Three examined collaboration and its benefits while at the same time acknowledging the great amount of energy, time, and support necessary in fostering collaborative work cultures. The Transition Years sites include, not only individuals within schools working hard to establish collaborative work cultures, but collaborative work cultures being established between elementary and secondary panels. It is

possible that this task will be more difficult to accomplish for sites which are separated by physical distance. The number of collaborative practices are inexhaustible and project sites will continue their efforts at establishing further collaborative practices.

- Chapter Four addressed the issue of leadership and the precarious and delicate balance needed between a 'top-down' and a 'bottom-up' approach. Year Two will continue to explore leadership practices within the sites and between the sites and the Program Department.

- Chapter Five examined the planning and co-ordination of meaningful staff development sessions based on the concerns expressed by individuals. It is important to continue charting individuals' concerns in order to provide appropriate staff development.

- Chapter Six outlined the resources needed by the sites to implement their plans. Money and time are scarce resources in the education system. Hence, individuals will need to continue to develop innovative strategies to overcome the obstacles of money and time.

- New issues which will emerge in Year Two for some of the pilot project sites will include: the development of core and integrated curricula, the development of assessment strategies in conjunction with the curricula, the exploration of new instructional strategies, and the restructuring of timetables to accommodate curricula changes.

- The pilot projects and the Liaison Committee, in consultation with the Research Centre, must begin to give careful attention and thought to the evaluation of questions that should be addressed in Year Two of the project. Focused interviews, questionnaires, and individual interviews, may all serve as possible instruments for Year Two data selection. It was also suggested that educators begin keeping detailed descriptions of the processes undertaken, through the use of journals and diaries, in

order that ideas do not go unnoticed or become lost in the shuffle. This detailed description of the frustrations and successes experienced, problems which occur and their various solutions, and various models developed surrounding collaboration, staff development, leadership, core curricula, and integrated curriculum will serve as invaluable pieces of information for those who must implement the Transition Years in the near future.

This report has served to set the beginning stages for examining planned educational change in relation to the complex innovation, The Transition Years. It is evident that change is a highly personal experience as expressed by the approaches being taken by the pilot project sites. Reform and restructuring requires great amounts of time and energy on behalf of everyone, both directly and indirectly involved with the education system. Goodlad states,..."Renewal - whether of ponds, gardens, people, or institutions - is an internal process, whatever the external concerns and stimulants. It requires motivation, dedication, systematic and systemic evolution, and time." (Goodlad, 1990, p.25).

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APPENDIX A

TRANSITION YEARS QUESTIONNAIRE
EVALUATION SUBCOMMITTEE
March 5, 1991

DEMOGRAPHIC INFORMATION: SENIOR PUBLIC SCHOOLS

This questionnaire will serve to give a contextual background of each pilot site involved in the Scarborough Transition Years Projects.

INSTRUCTIONS

This is to be completed by each subcommittee member who may use any resources available at his or her disposal in completing the questionnaire. The bulk of information can be provided by the school principal. Please bring the completed questionnaire to the next Evaluation Subcommittee meeting.

Thank you for your cooperation in completing this questionnaire.

DEMOGRAPHICS

1. What is the total student population at your school? ☐

2. (a)What is the total male population at the school? ☐

   (b)What is the total female population at the school? ☐

3. What number of students are currently enrolled at your school in:

   Grade 7 ☐

   Grade 8 ☐

4. What number of students have been designated exceptional by an Individual Placement and Review Committee (I.P.R.C.) at your school? ☐

5. What number of teachers are on staff?

6. (a) What number of teachers are involved in your Transition Years Pilot?

(b) Please check the departments that these teachers come from.

Art_____
Business_____
Core_____
English_____
E.S.L._____
Family Studies_____
Geography_____
History_____
Library_____
Math_____
Moderns_____
Music_____
Physical Education_____
Science_____
Special Ed._____
Student Services_____
Technology_____

7. (a) Please list the schools your grade 8 students attend after graduation.
(b) Beside each school indicate the approximate number of students from your school attending that school.

SCHOOL NAME # OF STUDENTS

1. _____

2. _____

3. _____

4. _____

8. What number of students receive English as a Second Language (E.S.L.) support at your school?

☐

9. How many different ethnocultural groups are represented at your school?

1 - 5 Groups ☐

6 - 10 Groups ☐

11 - 15 Groups ☐

16 or more Groups ☐

10. Please give the approximate percentage of the two largest ethnocultural groups represented within your student population.

	ETHNOCULTURAL GROUP	%	
1.	_____		☐
2.	_____		☐

11. Please list any programs offered at your school which you feel make it unique.

_____ _____

_____ _____

_____ _____

_____ _____

12. Please attach a copy of your school's Mission Statement if available.

APPENDIX A-1

TRANSITION YEARS QUESTIONNAIRE
EVALUATION SUBCOMMITTEE
March 5, 1991

DEMOGRAPHIC INFORMATION: SECONDARY SCHOOLS

This questionnaire will serve to give a contextual background of each pilot site involved in the Scarborough Transition Years projects.

INSTRUCTIONS

This questionnaire is to be completed by each subcommittee member who may use any resources available at his or her disposal in completing the questionnaire. The bulk of information can be provided by the school principal. Please bring the completed questionnaire to the next Evaluation Subcommittee meeting.

Thank you for your cooperation in completing this questionnaire.

DEMOGRAPHICS

1. What is the total student population at your school? ☐

2. (a)What is the total male population at the school? ☐

   (b)What is the total female population at the school? ☐

3. What approximate percentage of students are taking the majority of their courses at the:

   Advanced level ☐

   General level ☐

   Basic level ☐

4. What number of students at the school are enrolled in:

   Grade 9 ☐

Grade 10 ☐

Grade 11 ☐

Grade 12 ☐

OAC ☐

5. What number of students have been designated exceptional by an Individual Placement and Review Committee (I.P.R.C.) at your school? ☐

6. What number of teachers are on staff? ☐

7. (a) What number of teachers are involved in your Transition Years Pilot? ☐

(b) Please check the departments that these teachers come from.

Art_____
Business_____
Core_____
English_____
E.S.L._____
Family Studies_____
Geography_____
History_____
Library_____
Math_____
Moderns_____
Music_____
Physical Education_____
Science_____
Special Ed._____
Student Services_____
Technology_____

8. What number of students receive English as a Second Language (E.S.L.) support at your school?

☐

9. How many different ethnocultural groups are represented at your school?

1 - 5 groups ☐

6 - 10 groups ☐

11 - 15 groups ☐

16 or more groups ☐

11. Please give the approximate percentages of the two largest ethnocultural groups represented within your student population.

	ETHNOCULTURAL GROUP	%
1.	_____	☐
2.	_____	☐

12. Please list any programs offered at your school which you feel make it unique.

13. Please attach a copy of your school's Mission Statement.

APPENDIX B

BOARD OF EDUCATION FOR THE CITY OF SCARBOROUGH

INTER-OFFICE MEMORANDUM

TO: All Staff Transition
Transition Years Project Schools

DATE: May 24, 1991

FROM: Rollit Goldring
Superintendent, Program

c.c. Lorna Earl

SUBJECT:

Thank you for your willingness to assist us in one of our research efforts. We are currently involved in studying the process of change in education, what happens to individuals involved in change and why. Because your school is a Transition Years Project site, we feel you are one of the best sources of information for us as we seek to learn more about the process of change. At this time, the innovation we would like you to focus on is the Transition Years Pilot Project.

We are asking you to fill out the attached questionnaire, which seeks to measure your present concerns about the Transition Years. When answering these questions think about the Transition Years pilot project in your school. We realize you may not have much information about Transition Years at this point in time. This same survey will be repeated several times during the next few years, as projects move from the planning to implementation stage. It is perfectly understandable that not everyone will have the same information or degree of concern.

This questionnaire will be administered during a staff meeting, at which time it will also be collected.

Thank you for your cooperation. We will be certain to report our findings to you in the very near future.

B:\chamcove

APPENDIX C

INTRODUCTIONS

1. Before we begin we would like everyone to introduce themselves. Please tell us who you are, what school you are from and the position you hold within the school.

HISTORICAL DEVELOPMENT

To begin with we would like to find out about the historical development of the Transition Years Project in your school.

2. How did your schools get involved in the Transition Years Project?

3. How did the initial team get formed? (Possible extended questions - What specifically do you call yourselves? i.e., team, committee?)

4. Have there been any changes to the team composition since the inception of the project? (Possible extended questions - has this change affected the direction of the project?)

5. How have you worked together as more than one school within one project site (Possible extended questions - How often do you meet? Where do you meet?)

6. What stages have you gone through in planning for the Transition Years project? (Possible extended questions - What happened in the summer? What has the general procedure been?)

7. What proportion of staff are currently involved? (Possible extended questions - How have you involved the staff? Have other staff members and/or departments shown interest in the T.Y. Project?)

8. Describe the staff development activities you have been involved in so far. (Possible extended questions - What activities have occurred at the system level, the site level, and the school level? Who conducted them? Who provided the expertise? What resources were used?)

9. Have you used any other people either from inside or outside the system? How? (Possible extended questions - speeches, inservice, conference, coaching, visitations)

10. What has been done to develop staff commitment in this Project?

11. What concerns have emerged about the T.Y. pilot? What methods did you use to address the concerns?

12. Who has been providing the leadership and direction in your pilot site?

13. How have you recorded your discussions about the T.Y. Project?

KEY COMPONENTS OF THE TRANSITION YEARS PROJECT

14. What is your Transition Years Plan as you see it at the present time? What areas are you targeting as Transition Years initiatives? (Possible extended questions - Give a brief description of what they involve.)

15. How did you go about deciding to select these initiatives? (Possible extended questions - are some initiatives more important at present than others?)

16. What strategies are you developing to accomplish these initiatives? (Possible extended questions - What resources are needed to meet these initiatives? What leadership has been provided to accomplish these initiatives?)

17. What steps are you taking in defining and developing a core curriculum? (Possible extended questions - Give a brief description of what the core curriculum involves.)

18. What students will be involved in your T.Y. Project? (Possible extended questions - What criteria did you use for student selection?)

19. How have you communicated with the parents about the T.Y. Project?

20. Tell me about the time frame for the T.Y. project.

FACILITATING FACTORS

21. What materials or resources have you found that were useful to you in facilitating the T.Y. process? (Possible extended questions - What materials from Val's box were most useful?)

22. What kind of feedback have you had about the T.Y. development in the school?

23. What possible changes do you anticipate with the implementation of the T.Y. project? (Possible extended questions - organizational structures, staff development, timetables.)

FACTORS IMPEDING THE T.Y. PROCESS

24. What factors either material, organizational or human have gotten in the way of the T.Y. pilot? (Possible extended questions: How were you able to overcome these obstacles?)

PLANNING FOR THE FUTURE

25. What support do you think the Program Department should be planning for the next year? (Possible extended questions: Please give a list of the specific resources that you require.)

26. In retrospect is there anything that you would have done differently?

APPENDIX C-1

TRANSITION YEARS
AREAS TO BE DISCUSSED DURING FOCUSED INTERVIEW

- ***Historical Development***

  - Initial school involvement
  - Team Formation
  - Changes in Team Composition
  - Site Cooperation
  - Planning Process(es)
  - Staff Involvement
  - Emerging Concerns
  - Leadership
  - Recording Methods Used in Meetings

- ***Key Components of the Transition Years Projects***

  - Transition Years Plan and Targeted Initiatives
  - Strategies to Accomplish Initiatives
  - Core Curriculum
  - Student Involvement
  - Parental Involvement
  - Time Frame

- ***Factors that Facilitate the Transition Year Projects***

  - Resources
  - Feedback
  - Anticipated Changes

- ***Factors that Impede the Transition Year Project***

  - Resources
  - Organizational Factors
  - People

- ***Planning for the Future***

  - Recommendations
  - Hindsight

APPENDIX D

BOARD OF EDUCATION FOR THE CITY OF SCARBOROUGH

INTER-OFFICE MEMORANDUM

TO: Principals
Transition Year Sites

DATE: March 27, 1991

FROM: Lorna Earl
Director of Research

c.c. Rollit Goldring
Rick Graham
Bev Johnston
David MacNamara
John Reynolds

SUBJECT: The Transition Years Focused Interviews

The Transition Years Evaluation Subcommittee has chosen to conduct focused interviews with representatives from each Transition Years site. The site includes all of the schools involved in a project (ie., site 1 - Buchan-Leacock, site 2 - Gordon-Thomson-Bendale, site 3 - Hilliard-Pearson, and site 4 - Kelsey-Campbell).

The structure of the interview is not unlike the C.R.D.I. Focused Interview with Keith Hubbard and myself serving as interviewers and other research personnel taking notes. The interview is meant to gather information about "what has happened" and "what is happening" at each site in order to document where we are now before it is lost in the change process. A list of the areas to be discussed is attached to this memo. Please feel free to share it with the staff members who will be interviewed.

The interview for your site is scheduled for _____ at the Education Centre in Room E21/22 and will probably last 1 1/2 - 2 hours. The principals in each site can decide jointly who they feel should be involved in the interview from each school. There is no set number of participants, although any more than 10 could become unwieldy.

If you have any further questions, please do not hesitate to contact me at 396-7521.
Thank you.

APPENDIX E

FOCUSED INTERVIEW SYSTEM LEVEL

HISTORICAL CONTEXT

1. How did you first become aware of the concept of Transition Years? (Possible extended questions - What was your involvement at that point in time?)

2. How have you become knowledgeable about issues related to the T.Y.?

3. How did the Scarborough Board become involved as a Transition Years Pilot? (Possible extended questions - Who was involved in working on the proposal for the Ministry? What was the time frame allotted for the submission of the proposal?)

4. What process was undertaken in selecting the various schools to be part of the T.Y. project?

GOALS and PLANNING

5. What are the system level goals in relation to the T.Y. project? (Possible extended questions: Have you got any specific goals as a whole for the pilot projects? Do these goals vary according to the specific context of the site?)

6. What is the system level plan for the Transition Years as you see it at the present time for the pilot schools? (Possible extended questions - Give a brief description of what it entails.)

7. What T.Y. Plans does the system level have for other schools across Scarborough? (Possible extended questions: What initiatives have you targeted?)

8. What organizational structures do you anticipate will change at the system level in order to accommodate the T.Y. initiatives? (Possible extended questions: How will the T.Y. program be administered within the Program Department?)

ROLES AND RESPONSIBILITIES

9. What role has central office played in planning for the Transition Years project? (Possible extended questions - What happened in the summer? What has the general procedure been?)

10. What specific roles have each of you played in the Transition Years projects?

11. How is accountability maintained at the four project sites? (Possible extended questions: Who is responsible for maintaining accountability of the pilot projects?)

12. How is accountability maintained at the system level? (Possible extended questions: who is responsible for maintaining accountability at the system level?)

13. Who has been providing the leadership and direction to the pilot sites? (Possible extended questions - Is the pattern of leadership and direction that is provided different from previous innovatations?)

COMMUNICATION

14. How do system level personnel who are involved with the T.Y. project, keep each other informed about their own areas of involvement? (Possible extended questions - How often do you meet? Where do you meet? What recording methods have you used in your meetings?) What has been the focus of your meetings, i.e. administrative concern or front-line concerns?)

15. How have you developed communication links between the site level and the system level? (Possible extended questions - How often do you meet with the individuals involved in the sites?)

16. What process of communication exists between the Board and the Ministry?

17. Does the system level receive direction from the Ministry concerning the T.Y. projects?

18. How does the Ministry keep the Scarborough Board informed about other provincial T.Y. initiatives?

19. How have you created awareness of Transition Years initiatives within the Scarborough Board of Education (i.e. Co-ordinators and other Program Department personnel not directly involved with the T.Y. pilots)?

20. How have you fostered awareness of the Transition Years initiatives outside of the Board (i.e. to parents and the community at large?).

FACTORS IMPEDING THE T.Y. PROCESS

21. What factors either material, organizational or human have gotten in the way of the T.Y. pilots?

22. What concerns have emerged about the T.Y. pilots? What methods did you use to address the concerns?

FACILITATING FACTORS

23. What support has the system level been providing to the pilot projects? (Possible extended questions - what future support does the system level intend on providing to the project sites?)

24. What resources and/or support is required by the Scarborough Board from the Ministry of Education? (Possible extended questions - What process is used to obtain the necessary resources from the Ministry?)

APPENDIX E-1

TRANSITION YEARS
AREAS TO BE DISCUSSED DURING FOCUSED INTERVIEW

- ***Historical Development***
  - Initial awareness and involvement
  - Knowledge and information
  - Scarborough Board's involvement
  - Selection process(es)
- ***Goals & Planning***
  - System level goals
  - System level's plan for the Transition Years
  - Transition Years plan for schools across Scarborough
  - Changing organizational structures
- ***Roles and Responsibilities***
  - Central Office's role
  - Individual roles
  - Accountability of pilot sites
  - Accountability of the system level
  - Leadership
- ***Communication***
  - Informing system level personnel
  - Communication links between the site and system level
  - Communication links between the Board and Ministry
  - Ministry direction
  - Ministry's ability to inform Scarborough about other provincial Transition Years Initiatives
  - Awareness within the Board
  - Fostering awareness outside of the Board
- ***Impeding Factors***
  - Resources
  - Organizational
  - People
- ***Facilitating Factors***
  - Support
  - Resources

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